DOCUMENT RESUME

ED 348 310 SO 022 533

TITLE	A Resource File for Social Studies in Utah. Level 10-12: Psychology.
INSTITUTION	Utah State Office of Education, Salt Lake City.
PUB DATE	91
NOTE	457p.; For related documents, see SO 022 522-539.
AVAILABLE FROM	Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($6.60).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Citizenship Education; Grade 10; Grade 11; Grade 12; High Schools; Learning Activities; *Psychology; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS	*Utah

ABSTRACT

This resource file contains information for Utah high school teachers to help their students meet the state's instructional objectives in the elective psychology course. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include explaining how heredity and environment work together to affect behavior and explaining what intelligence is and how it is measured. Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348310

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Boone C.
Colgrove
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A RESOURCE FILE
FOR SOCIAL STUDIES IN UTAH

LEVEL 10-12
PSYCHOLOGY

Utah State Office of Education

SO 022 533

BEST COPY AVAILABLE

The students will define psychology. (102)

Secondary Social Studies
TITLE: Psychology, Defined

TOPIC: Psychology
TIME SEGMENT: One class period

317-401 (102)
D

INSTRUCTIONAL OBJECTIVE:
The students will define psychology.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and/or other reference sources
Dictionaries

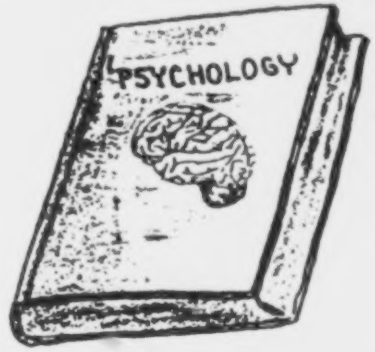
EVALUATION:

The students will define accurately in writing the definition of the term psychology.

ADAPTATIONS:

This could be a total class or small group experience with the activity done as a group.

PROCEDURE:
To the teacher:



1. Establish the following as the introduction to the student activity:
Psychology is the science of behavior. The goals of psychology are to measure and describe behavior, to predict and control behavior, and to understand and explain behavior.
The differences in a single individual's behavior from time to time and among individuals is considered.
Concepts of behavior usually covered in the study of psychology have to do with:
1. Biological capability - what a person has to work with varies, e.g., people do not all have the same intellectual potential.
2. Knowledge - behavior is partly determined by what a person knows, e.g., a person wears a charm to keep away a certain disease not knowing that it is communicable and the charm is useless except as a comfort to the wearer.
3. Skill of ability - behavior is determined by what a person can do, e.g., Some can fly an airplane, others don't know how.
4. Motivation - behavior is determined by what a person decides or wants to do, e.g., a person wants to play basketball and so he learns to play. This objective should be explored in relationship to what students can identify with in their own lives, e.g., dating, eating, sleeping, T. V. watching, owning and driving cars, etc.

2. Have adequate copies of the Student Information Sheet and Student Activity Sheet available for student use. Also have textbooks or other reference sources abailable.

3. The student activity is designed to give students familiarity with the global concept and can be achieved independently without teacher intervention.

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies
TITLE: Psychology, Defined

TOPIC: Psychology
TIME SEGMENT: One class period

317-401 (102)
D

INSTRUCTIONAL OBJECTIVE:

MATERIALS:

EVALUATION:

ADAPTATIONS:

PROCEDURE:

4. The answers given should be used for further discussion and application of the concept.

5. Have the written responses made by the students filed by the teacher for teacher or student reference.

Secondary Social Studies
TITLE: Psychology, Defined
TOPIC: Psychology
Student Information Sheet
317-401 (102)

Psychology? What's that?

Read the following to get an introduction to the concept of what psychology is.

To understand what you do and why you do it is sometimes a challenge. Whenever you feel "down in the dumps" and "depressed", do you wonder, "Why me?" If you ever have, don't worry about it, you're only admitting that you are human. A part of living is behaving. Sometimes one way; sometimes another. There seems to be almost inexhaustable ways to describe behavior. The study, or science, of "behavior" in human beings and animals is the fascinating field called psychology.

The word psychology comes from "psyche" which means mind or soul and "ology" which has to do with study of. When you study human psychology, you learn about the functioning of the mind or put another way, human behavior. You learn how people are alike and different, how behavior is described, measured, predicted, controlled, understood and explained.

Secondary Social Studies TITLE: Psychology, Defined	TOPIC: Psychology	Student Activity Sheet	317-401 (102)

To the student:

Read the Student Information Sheet and other reference sources you can find or are assigned on the definition of psychology.

With the facts given in mind, you are then ready to begin your own understanding of this field. To check yourself and build on what you already know, do the following activities: (Note: You will need paper and pencil to do these.)

1. From the material given in the information sheet, pick one sentence that gives a short definition of psychology. Either copy it or rewrite it in your own words.

2. Next, from the following list, choose the items that you think the study of psychology would help you in doing:

    a. Choosing and giving intelligence tests.
    b. Training a dog to "fetch" a bone
    c. Learning how to learn new things
    d. Finding out what the dating rules are in your community.
    e. Losing weight.

Write the items you have selected. Then, add 2 more items to your list.

3. Finally, get a dictionary and read the dictionary difinition of psychology. Also, if you have a psychology textbook available, recheck the definition given in the book. When this is done, write a definition of psychology in your own words.

4. Put your completed work in the place designated by your teacher.

5. Be prepared to defend and discuss your definition.

The students will identify learning as the ability to do something that they have not done before. (107)

Secondary Social Studies TITLE: Living and Learning	TOPIC: Psychology TIME SEGMENT: 30 - 40 minutes	317-402 (107) D

INSTRUCTIONAL OBJECTIVE:

The students will identify learning as the ability to do something that they have not done before.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other reference sources

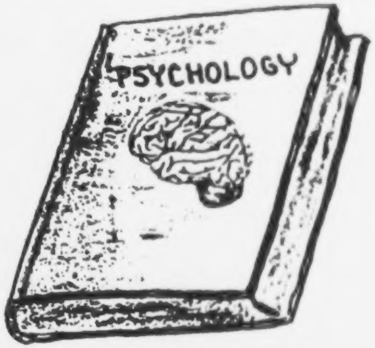
EVALUATION:

The student will identify learning as the ability to do something not done before and accurately write a definition.

ADAPTATIONS:

A film on learning could be shown and outlined by the students.
One student could research the definition and report it to the class.

PROCEDURE:



To the teacher:

1. The students do not need any specific introduction to this objective. The research and other work can be done independently and either reported to the class or given to the teacher for review.

2. Provide materials required in adequate quantity to give accessibility to all of those participating in the activity.

3. Use the application activity - item #4 on the Student Information Sheet as a sharing activity in class.

4. Have the written responses made by the students filed by them for teacher or student reference.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Living and Learning	TOPIC: Psychology	Student Information Sheet	317-402 (107)

Read the following and think about yourself as you read.

Learning is part of living. Every experience we have adds something new to what we already are. As we do something over and over and over again, we add to our ability to do the thing we are practicing. For example, riding a bicycle is difficult the first time we try it. After some practice cycling gets easier, expecially if the practice includes some help with "how to do what we're trying to do."

We can't see learning. It is the change that happens to us because we experience or practice something. Our behavior changes. We are different from the way we were before we were part of the new experience or practice.

One way to describe this happening called "learning" is to simply say that it is the ability to do something we could not do before.

Secondary Social Studies TITLE: Living and Learning	TOPIC: Psychology	Student Activity Sheet	317-402 (107)

To the student:

1. You need to have a pencil and paper.

2. From what you have read about "learning" define in your own words what learning is.

3. Put in correct order the following steps to learning:

    a. do what it is
    b. practice it alone
    c. decide what you want to do
    d. practice it with some help
    e. learn how to accomplish the task

4. Now pick a skill you have or something special you know about. Write some short instructions to someone who wants to learn that skill or information. Don't forget to use what you know about learning.

5. Put your work in the place designated by your teacher. Be prepared to discuss what learning is in class.

The students will discuss learning processes and their relationships--task, technique, motivation, behavioral change, etc. (109) (P)

Secondary Social Studies

TITLE: Learning Processes and Their Relationships

TOPIC: Psychology

TIME SEGMENT: 2 class periods

317-403 (109)

D

INSTRUCTIONAL OBJECTIVE:

The student will discuss learning processes and their relationships--task, technique, motivation, behavioral change, etc.

MATERIALS:

Student Information Sheet
Student Activity Sheet
  (Masters included)
Textbooks
Encyclopedias
Other reference sources

EVALUATION:

The students will discuss accurately in writing and orally, on request, learning processes and their relationships - task, technique, motivation and behavioral change.

ADAPTATIONS:

Students could be paired to work together on the task and learn the topics identified.

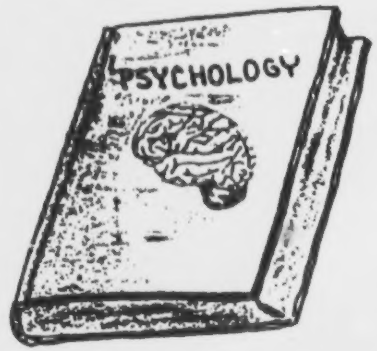
PROCEDURE:

To the teacher:

1. Involvement with objectives 317-401 and 317-402 should precede work with this concept to insure the background for the concept has been established.

2. Have student materials required for the activity prepared or available.

3. Provide class time for discussion of the concepts reviewed.



4. This activity can provide a "jumping off" place for more indepth study of learning processes.

5. Have the written responses made by the students filed by them for teacher or student references.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Learning Processes and Their Relationships	TOPIC: Psychology	Student Information Sheet	317-403 (109)

Read the following to get an introduction about what technique, motivation, and behavioral change have to do with learning.

Learning can be fun, boring, difficult, easy, a lot of things, depending on what is learned and how much you want to learn. Many scientists say that the process of learning can't be directly observed or watched. It is instead the "what happens when" a person and something from his or her environment come together. A change takes place. The person is different because of the experience. Knowing more and more about something doesn't always mean that we get better and better at it.

You can't always use how much you can do as a test for what you know. You may have all the knowledge and skill you need to play tennis well, but you still may play very poorly in a tournament game. Before taking a test, you may have studied and feel good about what you know. Then, at the test itself you are so tense you don't perform up to your ability.

Techniques For Learning

Knowledge, skill and intention or motivation are all related to learning. Knowledge and motivation come usually from experience. Skill usually comes through practice.

Motivation

How pleasant or unpleasant an experience has been has great impact on us. If we like something we eat, we want to eat it again. If we feel foolish on the tennis court, we are not eager to repeat our embarrassing experience over and over. As feelings have great influence on what we do, psychologists tell us that if we are reinforced positively we want to continue to do something. We will keep on doing something that leads to rewards. On the other hand, if we are reinforced negatively we shy away more and more from that which is unpleasant.

Behavioral Change

Remember that a behavioral change is the cue that learning has taken place. Learning is not something you can see. It is a "happening." Before you encounter a new stimulus of some kind you are one way; after the experience your behavior has changed. What happens in between is called learning.

Secondary Social Studies TITLE: Learning Processes and Their Relationships	TOPIC: Psychology	Student Activity Sheet	317-403 (109)

To the student:

Study the information sheet and other sources you have available on learning processes related to task, technique, motivation, and behavioral change.

1. You will need a pencil and paper.
2. Using Student Information Sheet and your other sources as help, write a review in your own words describing what each of the following items have to do with the learning process:
    a. The learning task.
    b. Learning technique.
    c. Motivation.
    d. Behavioral change.
3. Review the topics and be sure that you can discuss them accurately without the help of your written work.
4. Put your completed work in the place designated by your teacher.

The students will identify some of the forces guiding their own actions. (307) (V, P)

Secondary Social Studies
TITLE: Forces Guiding Actions

TOPIC: Psychology
TIME SEGMENT: 20 - 30 minutes

317-404 (307)
D

INSTRUCTIONAL OBJECTIVE:

The students will identify some of the forces guiding their own actions.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbooks and other references

EVALUATION:

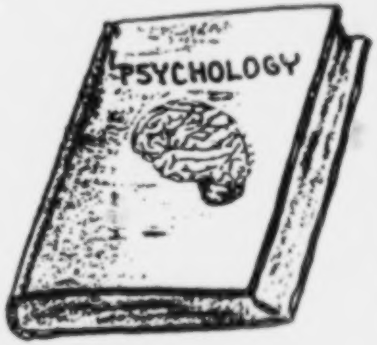
The students will identify in writing lists of forces which they preceive guide their actions.

ADAPTATIONS:

The concept could be totally teacher-directed. A film could be shown on "why we do what we do."

PROCEDURE:

To the teacher:



1. The students can work on the introduction of the objective independently. It should be followed by teacher input and discussion.

2. Have materials needed by students prepared or identified in sufficient quantity to accomodate adequately the number participating.

3. When the student's work is done, provide time for sharing lists made.

4. Build the concept further through lecture and class discussion.

5. Have the written responses made by the students filed by them for future reference or discarded once the activity is completed.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Forces Guiding Actions	TOPIC: Psychology	Student Information Sheet	317-404 (307)

Read the following and think about some of the things that guide our actions. "Why did I do that?" Everyone occasionally questions his or her judgment from time to time. Sometimes we're rather proud of ourselves, other times not so proud. Psychologists help us to understand ourselves better. There is a whole field of psychology which deals with our development, another with our association in groups. Educational psychology deals with problems such as how to best learn certain things. There are large amounts we know and vast amounts we don't know about behavior.

There are, however, some things you can be sure about. How you feel about yourself (self-esteem) influences everything you do. Your experiences, good and bad, with your environment, and how you react to them, your successes and failures in everything make a difference in how you see yourself and your world. What knowledge and skill you have about something influences what you can do. If you can't play an instrument well, you can't play with a symphony orchestra.

As an adolescent you respond in certain ways because of your level of development. You are at a stage in life when you are faced with the challenge of accepting yourself as a worthwhile human being, when responsibilities and interests are having great impact on your life.

To be a human being is to be an always changing individual. Whether or nor people are basically glad to be alive is largely up to them and their attitudes.

Secondary Social Studies TITLE: Forces Guiding Actions	TOPIC: Psychology	Student Activity Sheet	317-404 (307)

To the student:

Study the information sheet and other psychology references available, then do the following activity.

1. Have paper or journal and pencil ready to use.

2. Think about your own life, look at yourself, what are the things or forces that guide your actions? Make two lists, one of Helps and another Stumbling Blocks. Under Helps, write things that you think help you grow as a person in a positive way. Under Stumbling Blocks write things that bother you, are negative, or get in your way.

3. Be prepared to share some of these in a class discussion. They may help others to look at themselves.

4. Place your completed work in the place designated by your teacher.

The students will describe how psychologists conduct basic experiments in learning. (103)

Secondary Social Studies

TITLE: Experiments in Psychology

TOPIC: Psychology

TIME SEGMENT: 1 1/2 class periods

317-405 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how psychologists conduct basic experiments in learning.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other sources
Encyclopedia

EVALUATION:

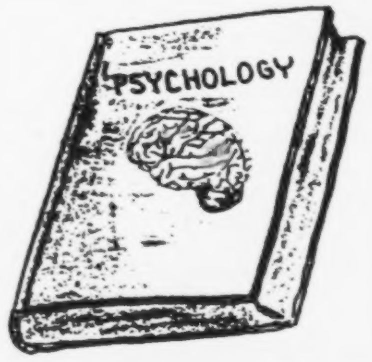
The students will write an accurate description of how experiments are conducted in psychology and be able to describe orally an example of one.

ADAPTATIONS:

Provide a chart showing how experiments in psychology are conducted.
Have a psychologist come to class and discuss how psychological experiments are conducted.

PROCEDURE:

To the teacher:



1. The students should know what psychology is and have access to the Student Information Sheet, Student Activity Sheet, and a psychology textbook or encyclopedia before the students work is done.
2. Assign or make available the information and activity sheets needed. The students can do this activity independently.
3. Tell the students where they should keep their completed written materials.
4. Have one or more students give an oral report on the experiment they have described.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Experiments in Psychology	TOPIC: Psychology	Student Information Sheet	317-405 (103)

Read the following to find out about how psychological experiments are conducted.

Basic experiments in psychology are done according to what is called the "experimental method." The experimental psychologist observes and controls the subject matter with which he or she is working. The most common design used for such experiments is to have two groups, an experimental group and a control group. The control gives a basis for comparison with the experimental group. With the experimental group something special is done, but everything else is the same with the control group. After a specific treatment is completed, the two groups are compared. If there is a difference in the experimental group not found in the control group, it is concluded that the treatment made the difference.

In learning, this works the same as in any other topic being studied. For example, one method of teaching reading might be used with an experimental group while the control group had reading taught in exactly the same way as the experimental group with the exception of the specific treatment used with the experimental students. If there is a difference at the end of the experiment between the two groups, it can be concluded that the treatment changed their behavior in a specific way.

The experimental method is the main technique researchers use to show specifically the causes of behavior.

Secondary Social Studies TITLE: Experiments in Psychology	TOPIC: Psychology	Student Activity Sheet	317-405 (103)

To the student:

1. Read the Student Information Sheet and the material in your textbook on psychological experiments.
2. You will need paper and a pencil. Then do the following.
3. Think of a simple experiment that could be done in how to study the effects of special instruction on either how to drive a car, or how to make a cake. Write a short description of how the experiment could be conducted. If you need help, beyond what is given, look up "experimental method" in an encyclopedia or an additional book on psychology. Keep your description simple.
4. When you are finished, place your paper in the place designated by your teacher.
5. Be prepared to report orally on the experiment you have described.

The students will describe how a theory is used to explain what happens in a given situation. (104)

Secondary Social Studies
TITLE: **What's a Theory?**

TOPIC: **Psychology**
TIME SEGMENT: 1 1/2 class period

317-406 (104)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe how a theory is used to explain what happens in a given situation.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other source

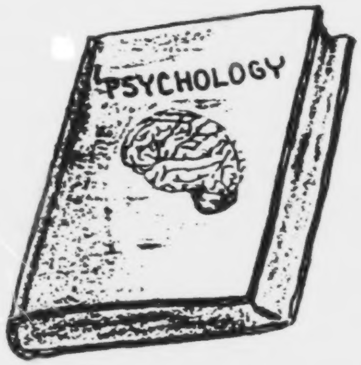
EVALUATION:

The students will describe accurately in writing what a theory is and how it is used in a given situation.

ADAPTATIONS:

Use this as a total group experience or have one person research the concept and review it with the class.

PROCEDURE:



To the teacher:

1. The student should be able to work with this concept without your involvement first.

2. Have copies of the Student Information Sheet and the Student Activity Sheet duplicated in quantity sufficient for the number assigned the activity.

3. Have textbooks or other information sources available.

4. Have a routine established so students know where they should keep their completed written materials.

5. When the work is completed, you may want to discuss the concept with the class.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: What's a Theory	TOPIC: Psychology	Student Information Sheet	317-406 (104)

Do you know that you use theories everyday? Read the following and think of ways theories affect your life.

A theory is used to explain what happens in given situations when you have some data to suggest that something is a certain way, but you are not absolutely sure about it. A theory is a set of ideas or statements that help to organize a group of facts in a way that attempts to explain their relationship to one another. For example, if you notice that all the friends you had with blue eyes liked the colors blue and green, and wore jeans with loafers, you might theorize that people with blue eyes like the same colors and clothes.

A theory is a useful tool and can give us focus for our ideas and actions. In psychology, theories give us tentative explanations about behavior.

Secondary Social Studies TITLE: What's a Theory	TOPIC: Psychology	Student Activity Sheet	317-406 (104)

To the student:

1. Study the information sheet and other information on theories in a psychology textbook. Then do the following.

2. You need paper, pencil, time to think. Write a theory. To do this; choose an area of your life that you feel good about. Next, list some of the reasons why you think this is a pleasant part of your life. Finally, write a short personal theory as to why you think all of these things together make you feel as you do.

3. Put your completed work in the place designated by your teacher. Be prepared to discuss your theory.

The students will define conditioning. (102)

Secondary Social Studies
TITLE: Conditioning

TOPIC: Psychology
TIME SEGMENT: 2 class periods

317-407 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will define conditioning.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other resources
Film on conditioning (optional)

EVALUATION:

The students will explain in writing and/or orally the correct definition for conditioning.

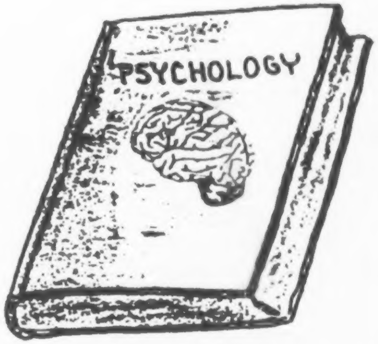
ADAPTATIONS:

Show films on conditioning and discuss them.

Have an animal trainer discuss ways animals are taught to respond in certain ways.

PROCEDURE:

To the teacher:



1. Either present a film on conditioning or discuss it with the students.
2. Assign the Student Information Sheet and Student Activity Sheet as follow-up experiences.
3. Have textbooks or other information sources available.
4. Prepare copies of the Student Information Sheet and Student Activity Sheet in sufficient quantities to accommodate those who will be using them.
5. Identify for the students what should be done with their completed work.
6. Have the students describe orally life situations in which conditioning is used.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies
TITLE: Conditioning
TOPIC: Psychology
Student Information Sheet
317-407 (102)

Read the following to get an idea of what conditioning is about.

When you respond in the same way over and over again to something that happens, you are responding as a result of conditioning. Ivan Pavlov, a Russian psychologist who lived in the 19th century described what he called classical conditioning. His description was the result of noticing that dogs with which he was experimenting would salivate at the sound of what he called a neutral stimulus, in this case a bell, if food and the sound of a bell were repeatedly paired, or presented together.

This experiment and others led psychologists to notice the importance of learning and stimulus, response connections in a person's behavior, the part that conditioning plays in people's lives. Remember that a stimulus is anything in the environment to which you react. Response is how you react to that stimulus.

In psychologists terms then, conditioning is the response that takes place, after training has been completed, when a conditioned stimulus is present.

Secondary Social Studies TITLE: Conditioning	TOPIC: Psychology	Student Activity Sheet	317-407 (102)

To the student:

1. Look up the word "conditioning" in a textbook or encyclopedia and read the material available in the Student Information Sheet for background.

2. In your own words, write a definition for conditioning.

3. Describe in writing one life situation in which you act in a certain way conditioning.

4. Be prepared to discuss the topic of conditioning.

5. Place your material in the place designated by your teacher.

The student will analyze their actions in a systematic way. (107) (V,P)

Secondary Social Studies

TITLE: Being Systematic About What You Do

TOPIC: Psychology

TIME SEGMENT: ½ class period, 1 week assignment

317-408 (107)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze their actions in a systematic way.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

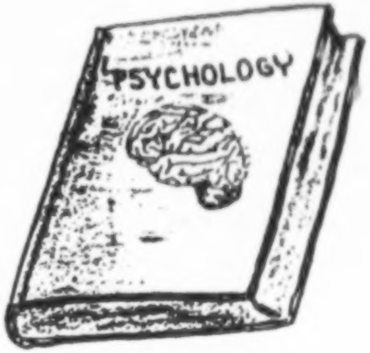
The students will analyze their actions in a systematic way by keeping a journal for one week in which a simple behavior they wish to change is described and attempts made to systematically change it.

ADAPTATIONS:

Analysis of some actions and a strategy for change could be developed as a group activity. Films or change in a systematic way could be shown. A weight control program specialist could be invited to discuss his/her program and then students could analyze it.

PROCEDURE:

To the teacher:



1. This objective should be introduced by the teacher. Discuss the need for personal introspection. Be sure students know how to document the activity. You may want to give them a sample observation sheet. For example, for weight control include for each day - time, what I ate, why I ate, new goal for tomorrow.
2. Have copies of the Student Information Sheet and the Student Activity Sheet for the use of the students participating.
3. Since the task is to keep a diary, do not expect to review products completed but provide for a check to see who has completed the task.
4. Provide opportunity for those who wish to share their experience.

Evaluation and Comments on Activity:

Students: ____

Teacher: ____

Secondary Social Studies TITLE: Being Systematic About What You Do	TOPIC: Psychology	Student Information Sheet	317-408 (107)

Read the following and think about yourself.

> "Oh wud the power the giftee gie us to see oursels as others see us
> T'would from many a blunder free us and many a foolish notion . . . "

Robert Burns, a Scottish poet, wrote the poem above about a proud lady who "put on airs" and pretended to be "high society." A fly sat on her beautiful hat. Burns, who was sitting behind her, could see it and couldn't resist writing the poem.

All of us have a difficult time looking at ourselves. To look at ourselves in a systematic way is even more difficult. However, if we want to get the most out of life, it is important to learn early to step back, and in our mind's eye, look at ourselves. Then we can work in a constructive way to improve.

A systematic approach to looking at our actions helps us to break our big behaviors into little ones so that they are manageable. For example, if you need to lose weight, worrying about it does little good. Knowing what you should eat and writing down what you eat, when and where, on a regular basis for a while, however, will give you specific help in knowing the eating times and places that cause you trouble. Then, your task is obvious. You keep track of what you do and control what, how much, and when you eat. Before you know it, in a systematic way, you've lost weight.

When you're discouraged about too much to do, sometimes all you need to do to accomplish your goals is to be systematic. Try it in your life. You might be happily surprised how well it works.

Secondary Social Studies TITLE: Being Systematic About What You Do	TOPIC: Psychology	Student Activity Sheet	317-408 (107)

To the student:

1. Read the Student Information Sheet and other material in your textbook on the topic of being systematic about what you do. Then do the following.
2. Get a pencil and paper and prepare a chart to keep track of your progress.
3. Think of some habit or attitude you would like to change in yourself.
4. For one week keep a diary or chart of what you do every day that gets in the way of your changing. Each day try to eliminate one stumbling block.
5. This is not for sharing or handing in. It is for you. Simply report in your journal or other designated place that you finished the task. You've taken an important step in being systematic about what you do.
6. Be prepared to show your experience or to report that you have completed the task.

The students will describe how prejudice develops and how it can be reduced. (402) (V)

Secondary Social Studies

TITLE: Prejudice

TOPIC: Psychology

TIME SEGMENT: 2 class periods

317-409 (402)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how prejudice develops and how it can be reduced.

MATERIALS:

Student Information Sheet pages 1, 2
Student Activity Sheet
(Masters included)
Textbooks, encyclopedias, other sources

EVALUATION:

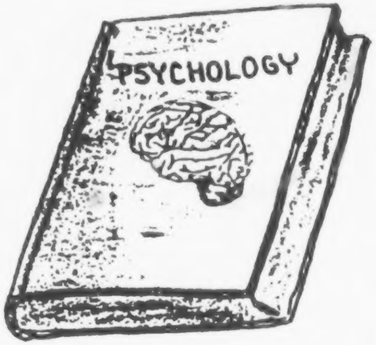
The students will describe correctly in writing what prejudice is, how it develops, and how it can be reduced.

ADAPTATIONS:

Films on prejudice may be shown. A "survivor" of severe prejudice could be invited to discuss the effects of prejudice on him. A social worker could be invited to discuss prejudice and how it works in your community with the students. A review of books such as The Diary of Anne Frank would be a good extra-credit assignment.

PROCEDURE:

To the teacher:



1. As an introduction to this objective, you may briefly discuss the idea or simply have the students research it independently and then discuss it.

2. Have sufficient quantities of the information sheet and the activity sheet prepared for all students participating to have access to the information.

3. Have textbook and other information sources, including an encyclopedia, available.

4. Have an oral discussion on the examples of prejudice about which the students have written. Have students orally share their definitions of the term and suggest ways to reduce prejudice.

5. Use the Jewish situation in Nazi Germany or any current topic to expand on the idea of the effects of prejudice.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Prejudice	TOPIC: Psychology	Student Information Sheet Page 1	317-409 (402)

Prejudice! How do we get that way, and what can we do about it?

Read the following to become acquainted with what prejudice is, how it developed, and how it can be reduced.

What Prejudice Is

To understand how prejudice develops and how it can be reduced, we first have to know what prejudice is. Prejudice is an attitude toward something, place, person or group of persons which is based on emotion or feelings, beliefs, and tendencies to act with incomplete evidence.

To be prejudiced, as the word implies is to "pre-judge." "Don't bother me with the facts; my mind is made up," is the idea. Usually prejudice is very emotional, rigid (the person or group does not hear reason), and negative. It is usually a case of feeling better than another. As a result, often the targets of prejudice are disliked and discriminated against. The person with the prejudice is "blind" to all the facts and acts because he or she has "pre-judged."

We all have prejudices about something. We are prejudiced about places we have never been, groups of people we don't know, foods that are strange to us. In psychology, however, our interest is centered mostly on prejudice as it affects people.

How Prejudices Develops

Prejudices are learned. At an early age, children develop prejudices. Racial, ethnic, and religious prejudices are examples of these.

There is no single cause of prejudice. However, some factors can be identified as causes. Physical characteristics or visible differences are targets for prejudice. The generalization that fat people are lazy is an example. The idea that color of skin is a mark of intelligence is another.

People's beliefs and their lifestyle differences influence prejudices. It is easier to dislike a group of people than a single person. The idea that all members of a certain religion are inferior is an example of this kind of thinking.

The desire to conform to social norms or expectation is another powerful way that prejudice develops. We tend to accept a group's opinion in order to part of the group. The "old-fashioned" notion that a "city dweller is better than his country cousin" is an example of this.

What we learn as little children or "early learning" is a powerful factor. When parents feel strongly about something, their attitude tends to be adopted by their children.

Prejudice serves as a defense against our own feelings of inadequacy. Prejudice can often result from the thinking of a person who has a very authoritarian personality. It can result from the need of people to belong or conform, or it can be the outcome of very real group conflicts or differences. If a competitor is a threat to us (as we compete for the same things), we tend to feel hostile toward him. Anti-country attitudes often are the result of strained, bitter, long-term political and social relationships. Our social institutions often help generate prejudices. Forced segregation is an example of such a practice. Building stereotypes for people is a form of prejudice. Such stereotypes are the result of social learning. Beliefs that all Americans are selfish, Irish are heavy drinkers, Dutch are miserly, etc., are based on stereotyping. All of our experiences influence us in some way. When we decide something or place or person is a certain way regardless of data or without it, we are reacting with prejudice.

How Prejudices Can Be Reduced

People can change. It is important to remember though that change is often difficult. Attitudes are usually deeply seated in a person's personality. They can reflect feelings of insecurity and self-hatred. Thus, behavior has to be changed before attitudes can be changed. Doing something, eating a new food, visiting a strange place, working in a different setting can bring about looking at things from a new perspective.

Changes in the laws can't eliminate prejudice, but such changes can help eliminate discrimination. Age, sex, race, size, etc. can be the targets for prejudice. Laws can help eliminate these.

Changes in social involvements, those around whom we work, play, and live can help modify attitudes. It's difficult to stereotype all country folk as "provincial" when you work with knowledgeable people who have been raised on farms. Changes in role models, the people we look to as examples who are significant other adults in our lives, can modify attitudes. As more and more people from different backgrounds are placed in leadership roles, our tendency to pre-judge is lessened, and we are more likely to break down prejudices.

Secondary Social Studies TITLE: Prejudice	TOPIC: Psychology	Student Activity Sheet	317-409 (402)

To the student:

Before you begin this activity, read the Student Information Sheet. Also look up the word prejudices in your psychology text and/or an encyclopedia, and read the section pertaining to this subject. Then, get a sheet of paper and react in writing to the following statements.

1. In your own words, write a short definition of prejudice.
2. List five examples of prejudice in your own experiences or the experience of others.
3. Of the five examples given, describe how two of them could have been developed.
4. Of the two you have described in #3 above, write a paragraph indicating how these prejudices might be modified. As an interesting extra challenge, look up the word "scapegoat" in a dictionary. Then describe an example of a person or group of people being used as a scapegoat.
5. When you have completed your work, put your paper in the place designated by your teacher.
6. Be prepared to discuss the subject orally.

HIGH SCHOOL ELECTIVES SOCIAL STUDIES PSYCHOLOGY INSTRUCTIONAL OBJECTIVE 317-410

The student will explain some of the causes of violence. (413) (V)

Secondary Social Studies

TITLE: Violence

TOPIC: Psychology

TIME SEGMENT: 2 class periods

317-410 (413)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain some of the causes of violence.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other source

EVALUATION:

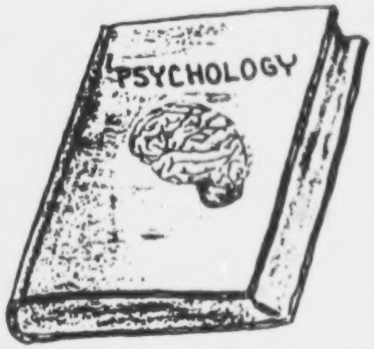
The students will explain accurately some of the causes of violence in the form of written editorials and orally in groups.

ADAPTATIONS:

Films on violence could be shown. The activity could be done as a completely "all group" experience. Violence and your environment could be discussed to the class by a local police officer or social worker.

PROCEDURE:

To the teacher:



1. Assign the students to work through the introduction to the concept independently, and then prepare to discuss it orally.
2. Have sufficient numbers of the Student Information Sheet and the Student Activity Sheet prepared to have copies available for each student participating.
3. Have textbook or other sources for research available.
4. When the dependent work has been completed, have the students discuss violence and its causes in four small groups. Have each group identify a spokesman to discuss the group's findings concerning the specific causes they have found to the total group.
5. List the causes given on the chalkboard.
6. Discuss the ways that these may be compensated for or removed. Read some of the editorials aloud (if the students agree) or have students read them.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Violence	TOPIC: Psychology	Student Information Sheet	317-410 (413)

Read the following as an introduction to the concept of violence.

There are many things that can cause violence. Alienation - a feeling of not being a part of society - can lead people to do violent things. To be alienated is to feel no responsibility for others. In the crowd of the city the individual can feel unconnected and apart. Crowding thus tends to have a negative influence on behavior. In societies where there is respect for authority and a tradition of socially acceptable behavior, people can live in crowded conditions without losing touch with the group to which they belong. However, in areas where there is less structure and more permissiveness, there is also an increase in crime and violence.

Self-destruction (suicide) and violent crimes against others is a serious problem in modern society. Murder, rape and aggravated assault cases continue to grow in numbers. A person's tendency toward these violent behaviors changes from time to time and situation to situation depending on the stresses under which he/she is functioning.

From acting violently because of losing control of oneself through anger or frustration to acting violently because of no feeling for others, there is ample evidence that the cause of violence are complex. In a healthy enduring society, to recognize causes and work actively to prevent violent behaviors is a continuing and necessary target for effort.

Secondary Social Studies TITLE: Violence	TOPIC: Psychology	Student Activity Sheet	317-410 (413)

To the student:

1. To get a brief overview of some of the causes of violence, read the Student Information Sheet. Then, review the information given on the topic in your textbook and/or other available material.

2. Next, write an editorial for your local newspaper describing some of the causes of violence and including your opinions on how to effectively decrease violence in your city.

3. Place your completed work in the place designated by your teacher.

4. Be prepared to discuss the causes of violence.

The students will define personality. (102) (P)

Secondary Social Studies

TITLE: **Personality**

TOPIC: **Psychology**

TIME SEGMENT: 1 class period

317-411 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will define personality.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other source on personality
Dictionary

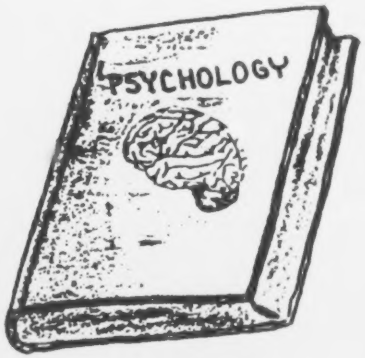
EVALUATION:

As required on the Student Activity Sheet, the students will be able to define correctly in their own words what personality is.

ADAPTATIONS:

After the reading suggested is done, this may be used as a whole class activity in which discussion brings out the definitions of personality.

PROCEDURE:



To the teacher:

1. Duplicate the number of copies needed of the Student Information Sheet and the Student Activity Sheet.

2. Have textbook or other resources available.

3. Provide time for students to work through the problem.

4. Discuss the results of the students' efforts with the whole class.

5. Build on the definition to encompass things which influence personality formation.

6. Assign students to watch television for a specific period of time or read a newspaper and itemize the activities found that they feel would influence personality.

7. Then, have the students write a short statement on what they think about the effects of media on personality.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies
TITLE: Personality

TOPIC: Psychology

Student Information Sheet

317-411 (102)

Read the following to get an idea about what personality is:

The word "personality" is commonly used by all of us. What it means to the psychologist, however, is complex to define. Why? It is difficult because there is no one definition which all psychologists will accept. In fact, the study of personality is so broad that there are more branches of psychology which deal with it than with any other special area.

J. P. Guellford defined personality as "a person's unique pattern of traits." Others have pointed to stable reoccurring patterns of behavior as making up personality. All agree that personality encompasses those things which account for individual differences and consistent behaviors in individuals. It is that which within each person determines his or her own unique behavior or thought.

Secondary Social Studies TITLE: **Personality**	TOPIC: **Psychology**	Student Activity Sheet	317-411 (102)

To the student:

For a brief review of what personality means to the psychologist, study the information sheet. Then, look up the dictionary definition of the word. Note how the definitions are similar or different. Next, if you have a psychology text, review the definition given in your text.

1. In your own words write a simple definition of personality.
2. Using the definition you have written as a reference, suggest reasons why students in a class with similar experience, heredity and motivation may respond differently to the same situation, e.g., a final exam or talking in front of the class.
3. Think about what personality is and be able to explain it to others.
4. Put your completed work in the place designated by your teacher.

Note: As an extension of this activity, you may wish to study several theories of personality.

The students will explain the basics of psychoanalysis.
(102)

Secondary Social Studies

TITLE: **Psychoanalysis**

TOPIC: **Psychology**

TIME SEGMENT: 1 period independent/ 1 dependent

317-412 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the basic of psychoanalysis.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and other sources

EVALUATION:

The students will describe briefly psychoanalysis in writing. Included will be descriptions of what is meant by id, ego, and superego, and conscious, preconscious and unconscious states.

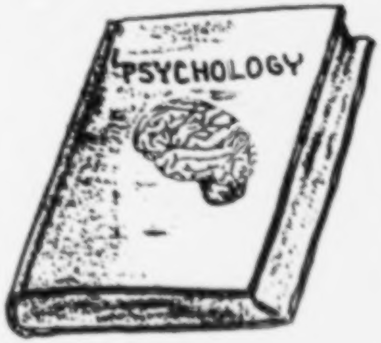
ADAPTATIONS:

Games using free association could be played.

A film on psychoanalysis could be shown as introduction.

PROCEDURE:

To the teacher:



1. You may want to introduce this concept by discussing with the students the meanings of the terms psychiatrist - an M. D. whose specialty is personality disorders.
clinical psychologist - a Ph. D. who specializes in working with mental disorders but cannot prescribe medications, etc.
psychoanalyst - M. D. or Ph. D. who uses psychoanalyst and probes a patients' unconscious to help find causes of behavior problems and rectify them.

2. Prepare adequate copies of the Student Information Sheet and the Student Activity Sheet for all students participating in the activity.

3. Have textbooks or other sources for research available.

4. Assign the activities to be done independently.

5. Arrange for written work to be corrected and for discussion.

6. Discuss the id, ego, and superego and conscious, preconscious and unconscious states.

7. Have students orally or in writing participate in free association activities as an example of how analysis works.

8. Caution students against attempting to practice amateur psychiatry.

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies
TITLE: Psychoanalysis

TOPIC: Psychology

Student Information Sheet

417-412 (102)

Read the following to get an overview of what psychoanalysis is about.

Psychoanalysis was originated by Sigmund Freud, the founder of the psychoanalytical school of psychology. Freud believed that the main reason for our having psychological problems was because of our unconscious urges which resulted in our having anxiety. Psychoanalysis involves a process whereby the patient is able to recognize and deal with the sources of anxiety by working through the reasons for frustrations. Adult emotional difficulties, according to psychonalytical thinking, are caused by traumatic unconscious memories.

Freud described people as having an id, ego and superego. The id is present when a person is born and has to do with basic biological impulses and desires. Freud called it pleasure seeking. The ego develops to monitor the id and is an accommodation of a person to his reality as he is aware of the realities of his total environment. The superego develops last and is the ideal or the person's conscience. According to this theory, the id does things only to be satisfied, while the superego is concerned completely with what is good for society according to what the person has been taught. The ego balances the id and the superego by constantly bringing the two into an accommodation with the real world.

The ego and superego are both conscious and preconscious, but the id is unconscious. The conscious has to do with what a person is aware of. The preconscious involves thought about things of which an individual is not immediately conscious but which can be brought to a conscious level easily. The unconscious involves things of which a person is not consciously aware but which greatly influences conscious behavior.

In psychoanalysis, using the id, the ego and the superego, a catharsis or release of emotional tension is made possible. The process includes use of a comfortable couch on which the patient relaxes. Then, the patient reacts with free association, saying whatever he wished to talk about, sometimes reviewing dream content, working through resistance to certain things, and finally transference whereby frustrating experiences are sometimes relived and successfully understood and dealt with effectively.

A great many people are involved in psychoanalysis today. It is important in studying it to remember that it requires the involvement of a trained therapist and generally takes a great deal of time.

Secondary Social Studies TITLE: Psychoanalysis	TOPIC: Psychology	Student Activity Sheet	417-412 (102)

To the student:

Read the information on psychoanalysis in one additional reference and study the Student Information Sheet. Then write answers to the following concerning the basics of psychoanalysis.

1. Define what psychoanalysis is.
2. According to Freud what causes adult emotional difficulties?
3. Explain the following terms:

   id
   ego
   superego
   conscious
   preconscious
   unconscious

4. Describe what happens in psychoanalysis.
5. In one sentence state what possible value psychoanalysis might be to an individual. Put your completed work in the place designated by your teacher. Be prepared to discuss psychoanalysis.

The students will describe what psychologists do and why their theories of personality keep changing. (107) (C)

Secondary Social Studies What Psychologists Do and
TITLE: Why Theories in Personality Keep Changing

TOPIC: Psychology
TIME SEGMENT: Two to three class periods

317-413 (107)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe what psychologists do and why their theories of personality keep changing.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other reference sources

EVALUATION:

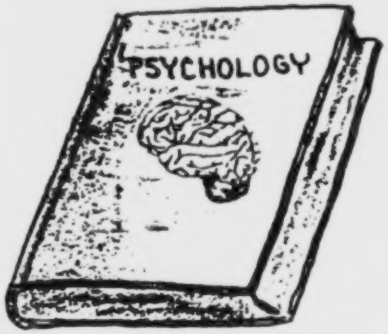
The students will accurately describe in writing what psychologists do and state why theories of personality change. The product of the Student Activity Sheet will provide needed documentation.

ADAPTATIONS:

Have a psychologist visit the class and describe what he does.

PROCEDURE:

To the teacher:



1. Assign the Student Information Sheet and the Student Activity Sheet to the participating students as introductory background for more indepth study on theories of personality.
2. Have sufficient copies of the Student Information Sheet, Student Activity Sheet available, and textbook or other information sources available to accommodate all students participating.
3. Provide space where completed written work should be housed or how it should be presented, and use the information generated from the activity done to introduce each of the personality theories you intend to review in more depth.
4. Show films or present in lecture and discussion form examples of different theories of personality. Make charts showing the basic components of each theory presented.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies What Psychologists Do and TITLE: Why Theories in Personality Keep Changing	TOPIC: Psychology	Student Information Sheet	317-413 (107)

Read the following for background on what psychologists do and why theories of personality keep changing.

Psychologists study behavior. Through use of research methods, they attempt to understand it. When the scientist can understand a behavior, he can describe it, measure it, and explain it. The whole field of psychology is based on focused effort to understand. The understanding gained is often then used to predict and control. Behavior, however, is complex, and the predicting and controlling aspects need to be subject to careful study and done with recognition of the far-reaching social implications that they have.

Why Theories of Personality Keep Changing.

Because behavior can be explained in a variety of ways, personality can be studied, defined, evaluated and researched from many different viewpoints. Each viewpoint has strengths and weaknesses.

Theories of personality are, only just that, theories. The value of these theories, is that they give us ways to organize and provide basic assumptions about what we know or think about a set of data. They give us a working basis for study, and finally, they help us make logical statements to explain what has been observed. An example of a personality theory is the psychoanalytic, which is based on the idea that behavior is developed by a person's past which influences his interpretation of what is currently happening to him.

Man's study of the mind has gone on for many centuries. Then, in the mid-twentieth century the mind was somewhat ignored and psychological studies focused mostly on behavior. During the 1970's new research brought further understanding of the brain and its function. This has brought renewed interest in study of the mind.

Because behavior can be observed and measured, and the mind cannot be observed, work on behavior has been more easily adapted to scientific inquiry using experimental and control situations.

As new data are discovered, ideas change, and new theories emerge. What has been learned provides a sound basis for new research. The student of personality will probably never know for sure all that there is to know. Research has just begun to scratch the surface in this fascinating area of psychology.

Secondary Social Studies TITLE: What Psychologists Do and Why Theories in Personality Keep Changing	TOPIC: Psychology	Student Activity Sheet	317-413 (107)

To the Student:

Read the Student Information Sheet for initial background information. Then, using one or more sources read about one personality theory. Suggested possibilities would be any of the following: psychoanalytical, Sigmund Freud; social learning, B.F. Skinner; humanistic, Carl Rogers. The names following each theoretical area in the list give you further cues for your study.

Complete the following:

1. What do psychologists do?
2. Briefly describe the theory of personality you have studied.
3. State why you think these and other theories may change.
4. Be prepared to discuss theories of personality with the class.
5. When you have completed your work, put your paper in the place designated by your teacher.

The students will explain the relationship between anxiety, defense mechanisms, and neurosis. (309)

Secondary Social Studies

TITLE: **Anxiety, Defense Mechanisms and Neurosis**

TOPIC: **Psychology**

TIME SEGMENT: Two class periods

317-414 (309)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the relationship among anxiety, defense mechanisms, and neurosis.

MATERIALS:

Student Information Sheet - Pages 1 & 2
Student Activity Sheet
(Masters included)
Textbook or other source

EVALUATION:

The students will explain accurately in writing the relationship among anxiety, defense mechanisms and neurosis. This will be applied in the form of an article.

ADAPTATIONS:

Films on neurosis and anxiety could be shown.

Prepare a monograph with sections on each of the topics studied.

PROCEDURE:

To the teacher:

PSYCHOLOGY

1. The students should have prior background concerning personality before beginning work with this concept. This can be done with objective 317-411, 412 and 413.

2. Prepare sufficient copies of the Student Activity Sheet and Student Information Sheet to have copies available for all students who are participating in the activity.

3. Have textbook or other information sources available.

4. When the research and written work are done by the students, discuss each of the terms studied in detail and have the students give examples of the application of each of them. Include discussions on:

projection
rationalization
regression
anxiety
defense mechanism

displacement
sublimation
denial
neurosis

5. Share articles written by the students on a bulletin board or compile them into a monograph.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

sublimation - a way in which a person redirects his taboo feelings about something into a different channel. For example, an angry person paints a picture instead of scolding his friend. The anger is changed to productive energy of another kind. This can be a healthy way to handle stress.

regression - a situation in which an adult person's defense fail and the person goes back to the behavior of earlier, less mature stages of development.

denial - a situation in which a person claims that something he or she wants to be one way is that way even though it is not really so -- or just the reverse, claims it isn't when it is.

While some forms of defense mechanisms are healthy reactions, a neurotic adaptation to stress is not. The neurotic has a special pattern of behavior for dealing with his stresses and avoiding anxiety. A neurotic who is forced to stop the behavioral pattern he has developed will be very anxious. The behavior is a rigid, driving kind of activity which the person cannot give up. The time spent avoiding the anxiety prevents the person from facing it and dealing with it. New behaviors are not learned which allow the person to get out of the anxiety situation. The neurotic may get sympathy, release from responsibility, etc. by the behavior used. Thus, neurotic behavior can be very difficult to change.

In review, anxiety can be a brief or long traumatic experience. Defense mechanisms are used to help deal with anxiety. Some defenses are acceptable, others are not. Neurotic behavior is a special pattern of behavior in which anxiety is totally avoided.

Secondary Social Studies
TITLE: Anxiety, Defense Mechanisms and Neurosis | TOPIC: Psychology | Student Information Sheet Page 1 | 317-414 (309)

For an intorduction to the relationship among anxiety, defense mechanisms and neurosis, read the following carefully, keeping in mind how they differ but are all related to how a person copes with stress.

An anxiety reaction is a neurotic occurrence in which a person suppresses -- puts aside -- the cause of the anxiety, but not the anxiety itself. For example, the person may be nervous, but not be able to say why.

Defense mechanisms are unconscious strategies used by a person in order to prevent anxiety.

Neurosis is a pattern of behavior that is begun and maintained for the purpose of handling stress, and avoiding anxiety.

Anxiety can be caused by a single extremely traumatic experience or a series of intense stresses. The anxious person is unable to cope with the stress and so reacts as if he or she were under constant stress even though there is no obvious reason for it. Symptoms of anxiety include overreactions to noise and minor irritations, loss of, or poor appetite, insomnia and repeated nightmares. This may be a brief or long-term condition.

Defense mechanisms are strategies we use to keep threatening things from reaching a conscious level where we have to deal with them directly. Defense mechanisms of some kind are used by everyone. Defenses used include such things as:

projection - attributing one's own improper impulses or actions to others. For example, a person who cheats accusing others of being cheaters.

displacement - "taking out" the inappropriate unconscious wish against something or person on someone else. For example, a tennis player gets angry at his opponent and goes home and kicks his dog.

rationalization - a situation in which to protect the ego, a person gives an inappropriate reason for what he does. For example, "I make them suffer for their own good."

Secondary Social Studies TITLE: Anxiety, Defense Mechanisms and Neurosis	TOPIC: Psychology	Student Activity Sheet	317-414 (309)

To the student:

Read the Student Information Sheet, then review the topics anxiety, defense mechanisms and neurosis in your psychology textbook or some other reference. Finally, do the following:

1. In your own words, write an explanation of the relationship among anxiety, defense mechanisms and neurosis.

2. Give an original example of the application of each of the following:

   projection
   rationalization
   regression
   displacement
   sublimation
   denial

3. Choose one of the three topics and write a short article which would help high school students to cope effectively with the stresses in their life.

4. Be prepared to show the work you have done.

The students will explain how self-defeating acts work.
(302) (V)

Secondary Social Studies

TITLE: How Self-Defeating Acts Work

TOPIC: **Psychology**

TIME SEGMENT: One class period

317-415 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how self-defeating acts work.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other reference including magazine articles

EVALUATION:

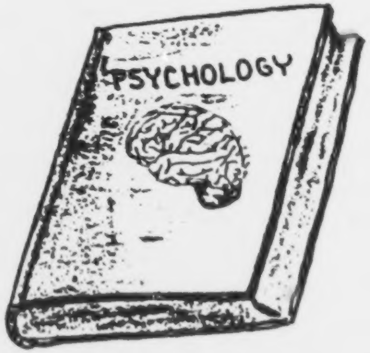
To the teacher's satisfaction, the students will explain in writing, how self-defeating acts work. This will be done in the form of a newspaper article as outlined in the Student Activity Sheet.

ADAPTATIONS:

Examples of self-defeating acts could be listed and students could anonymously respond to them and add others to the list. Small groups could suggest examples in committee discussion. These could then be shared with the total class.

PROCEDURE::

To the teacher:



1. The student could proceed on this concept without initial teacher intervention. It could be introduction to more indepth work.
2. Have adequate copies of the Student Information Sheet and Student Activity Sheet prepared for all students participating to have access to the information on them.
3. Have textbook or other information sources available.
4. Have a system installed whereby the student knows what to do with the articles completed.
5. Have students share their articles on self-defeating acts with the class.
6. Build the concept further through use of additional research or discussion.
   Note: Some role-playing could be used to illustrate this concept.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Read the following for introductory background on how self-defeating acts work.

How Self-defeating Acts Work

Everyone is anxious from time to time. Anxiety is a part of life and can be useful if it is controlled. When a person responds to stress in a self-defeating way, he stops himself from facing and overcoming problems.

When a person increasingly relies on defense mechanisms or strategies to cope with stress, his defense mechanisms usually become even more serious. An unhealthy life-style develops and a person defeats himself. His ordinary routines become targets of frustration and illogical behaviors often develop. Such people usually find it difficult to be genuinely affectionate toward others, but seek attention and constant reassurance. They are often dependent and feel inferior and inadequate. Their feelings of inadequacy lead them to avoid situations where they might be judged by others. Many show agressive and hostile behavior. Others are shy and inhibited. They feel easily hurt or cheated and all the world may seem to be against them. Healthy sexual relationships are often difficult for such people to maintain.

Working through and eliminating neurotic behaviors usually requires time and a great deal of effort.

Secondary Social Studies TITLE: How Self-Defeating Acts Work	TOPIC: Psychology	Student Activity Sheet	317-415 (302)

To the student:

1. Carefully review the Student Information Sheet. Also read the information given in your psychology textbook on how self-defeating acts work. Then write a short newspaper "advice" article on Self-defeating Acts. Include suggestions for how a teenager can learn to cope more effectively with stress. If you need to do so, use additional sources such as magazine articles to get information on the subject.

2. Put your completed work in the place designated by your teacher.

The students will describe the characteristics of schizophrenia, paranoia, and personality disorders. (309) (V)

Secondary Social Studies Characteristics of

TITLE: Schizophrenia, Paranoia, & Personality Dis.

TOPIC: Psychology

TIME SEGMENT: 1week

317-416 (309)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the characteristics of schizophrenia, paranoia, and personality disorders.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other source

EVALUATION:

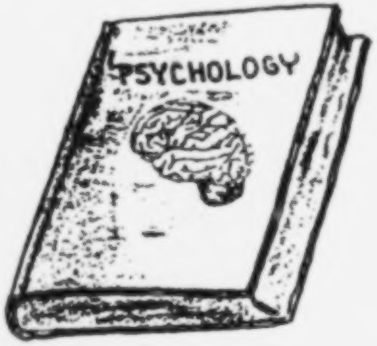
The students will accurately describe in writing the characteristics of schizophrenia, paranoia, and personality disorders.

ADAPTATIONS:

Show films or read articles describing the behaviors listed. Have the students compile a list of "how to prevents" to take a positive position on building better mental health. Have someone from the local mental health group visit or be interviewed by a member or group from the class.

PROCEDURE:

To the teacher:



1. A general discussion and review of the concept of personality should precede this study.
2. Have sufficient copies of the Student Information Sheet and the Student Activity Sheet available for those participating to have access to them. Also refer students to other references available on the subject.
3. Have textbook and other information sources available.
4. When the student research and work is completed, discuss the concepts in detail.
5. Prepare examples of behaviors indicative of the disorders and have the students identify into which category they belong.
6. Use examples such as Charles Manson to show psychopathic behavior. Have students bring examples they find in their out-of-class reading for extra credit or interest.
7. As an activity to build "application" of the concepts, a visit to a local psychiatric facility or state mental hospital would be appropriate. Included in the field trip should be an interview with some person responsible for the care of patients there.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Characteristics of Schizophrenia, Paranoia, and Personality Disorders	TOPIC: Psychology	Student Information Sheet	317-416 (309)

Study the following for an introduction to the study or review of personality disorders. As you read, think about the differences among the three disorders discussed.

Schizophrenia - Schizophrenia describes a whole group of disorders. These have two main characteristics. The characteristics are distortion or withdrawal from reality and some pattern of non-logical thinking or disturbances in thought processes.

Paranoia - Paranoid behavior has one major symptom - ongoing persistent delusions. These delusions can be concerned with reference, persecution, or grandeur. Reference refers to when a person thinks everything is directed at him. ("They're talking about me," etc.) Persecution is characterized by a feeling that the person is being singled out for persecution. ("They're out to get me.") Delusions of grandeur involve a person's feeling that he or she is in some specific way an unrealistically superior person. ("I'm the most beautiful woman on earth.")

Personality Disorders - People with personality disorders are those who have failed to grow up, to become mature, socialized, effective adults. They are usually self-centered and do not accept responsibility for their actions. Often they act on impulse. These people are usually a threat to society. In this area, "substance use" disorders including alcohol and drugs, and psychosexual disorders are included as well as pasic personality disorders.

The psychopath, an anti-social or sociopathic personality, is an extreme example of disorder in personality. Mildly troubled people are those who manage fairly well, but are known by their families, etc. to be difficult or eccentric. Those at the other extreme usually find themselves in prison or hospitals.

Secondary Social Studies TITLE: Characteristics of Schizophrenia, Paranoia, & Personality Disorders	TOPIC: Psychology	Student Activity Sheet	317-416 (309)

To the student:

Study carefully the Student Information Sheet. Read about schizophrenia, paranoia, and personality disorders from at least one additional source.

Write responses to the following. Use your own words rather than a direct quotation.

1. Describe what schizophrenia is. Include its two main characteristics in your description.
2. Explain what paranoia refers to.
3. Describe what is meant by personality disorders.
4. Choose one of the above - schizophrenia, paranoia, or personality disorder and give three examples of the kind of behavior chosen.
5. When you have finished, put your work in the place designated by your teacher.

The students will identify the factors contributing to the increased incidence of personality disorders. (302) (V)

Secondary Social Studies

TITLE: Increased Incidence of Personality Disorders

TOPIC: **Psychology**

TIME SEGMENT: 3 days

317-417 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the factors contributing to the increased incidence of personality disorders.

MATERIALS:

Student Information Sheets Pages 1, 2
Student Activity Sheet
(Masters included)
Textbook and other sources
Magazine and newspaper articles optional

EVALUATION:

The students will identify in writing to the satisfaction of the teacher, factors contributing to the increased incidence of personality disorders.

ADAPTATIONS:

Assign students to interview local social service agencies to complete up-to-date statistics on increased incidence of personality disorders. Make a graph showing the changes in specific problem areas from one time period to the next.

PROCEDURE:

To the teacher:

PSYCHOLOGY

1. The students should have an understanding of what personality is and what personality disorders are before they participate in the study of this concept.

2. Prepare adequate copies of Student Information Sheets and Student Activity Sheets so that each student participating will have access to them.

3. Be certain that other written reference sources are available.

4. Provide time for students to study, prepare outlines and then organize into small groups for discussion.

5. Provide for student accountability of the completed outlines by having them handed in to the teacher or housed in a designated place.

6. Have small groups discuss the problem and prepare one "group outline" to present to the class.

7. After having "group outline" presented, review basic causes and help students to suggest ways to ameliorate the problem.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Increased Incidence of Personality Disorders	TOPIC: Psychology	Student Information Sheet Page 1	317-417 (302)

Read the following and think through, as you read, elements that you think contribute to personality disorders in our society.

Personality disorders are caused by people's inability to grow up and function according to the basic values of the society in which they live.

In some situations children learn early in their lives that they must look out for themselves, and that the rules around them are seemingly unfair. For them, there are few consistent standards for how a person should act, and they feel very little emotional support or love. In such situations, it is a frequent happening for children to discover that to manipulate others pays off for them. In the face of such conditions, twisted values develop and little feeling for others is shown.

Sometimes people with personality disorders are very intelligent. However, their I.Q. does not relate to the way they feel and act. The psychopathic individual is often bright but responds violently to society. The troubled person is usually at odds with society and himself for "reasons" that have to do with his life and how he has adapted to it.

Severe stress in America today has been brought about by many things. Among them is the breakdown of social norms or society expectations and spiritual values. Accompanying this situation is the fact that the rate of change has accelerated to the point that it is difficult for people to cope effectively with the adaptations that are necessary in order for them to cope effectively.

Automation and other factors which go along with a technological society have helped to make many people feel alienated and rootless with feelings of failure or deep resentment toward society and living with serious kinds of strain.

For the poor, life becomes more than can be handled. Distrust and hostility result. For the middle class, productivity is expected, yet for many it is impossible to live up to their own or others' expectations of them.

In short, our modern American society provides unprecedented challenges for its citizens. The challenge has always been, in every setting, for people to accommodate effectively to whatever their society required for their survival.

Some feel that our future survival requires that, we as a group of people, carefully reflect on the need for roots, consistency, and values.

Secondary Social Studies
TITLE: Increased Incidence of Personality Disorders
TOPIC: Psychology
Student Activity Sheet
317-417 (302)

To the student:

1. After reading the Student Information Sheet, read about the increased incidence of personality disorders in at least two other sources. Use the library for help.

2. Then, make a written outline showing the major causes you have found and suggest ways to remedy these.

3. Prepare this as a short discussion topic to be used in a small group or with your total class. When your outline is completed, and you are prepared for discussion on the topic, inform your teacher.

HIGH SCHOOL ELECTIVES SOCIAL STUDIES PSYCHOLOGY INSTRUCTIONAL OBJECTIVE 317-418

The students will describe the causes and problems of stigma. (302)

Secondary Social Studies

TITLE: The Causes and Problems of Stigma

TOPIC: Psychology

TIME SEGMENT: 1 period

317-418 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the causes and problems of stigma.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other source

EVALUATION:

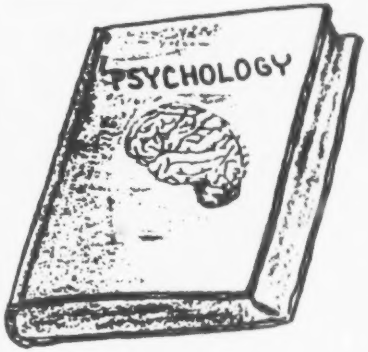
The students will describe in writing to the teacher's satisfaction some of the causes and problems of stigma.

ADAPTATIONS:

Show a film on the results of stigma. Give simulated examples of stigma and have the students respond to what they are, their causes, and problems.

PROCEDURE:

To the teacher:



1. Discuss with the students what the term "stigma" means. Then the concept can be researched independently.

2. Have sufficient quantities of the Student Information Sheet and Student Activity Sheet available for all students participating in the activity. Also have textbook and other sources of information on the subject available.

3. Provide time for the students to share the examples of stigma they have identified and have discussion on stigma and its problems.

4. Either have the students keep the lists they have compiled or have them handed to the teacher for review.

5. To develop the concept further, have students compile or help compile lists of examples of stigma in adolescence and discuss these giving suggested possible solutions to those addressed.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: The Causes and Problems of Stigma	TOPIC: Psychology	Student Information Sheet	317-418 (302)

For information about what causes stigma and the problems which go with them, read the following and think, as you read, about stigmas with which you are familiar.

A stigma is a mark or brand that has a negative meaning used to describe feelings toward a person or group of people. Prejudice and stigma go hand in hand.

In Nazi, Germany, there was a stigma placed on being Jewish. To be Jewish, was in Nazi thinking, to be inferior and fit only for extermination.

Today, to some people, it is a stigma to be "too fat" or "too thin." Even for a person to belong to a certain club or political party often brings a stigma.

The causes of stigma have deep roots in a person's culture. Feelings of prejudice and attaching stigmas to people are the result of insecurity within a group and the need for the participating parties to conform with what a group thinks. We feel hate and contempt for those we do not understand. We go along, in a prejudiced way, without looking at what reality actually is.

Wherever there is a minority group, there is usually evidence of stigma being attached because the group against whom such prejudices is felt, looks different or act differently from the group in the majority.

When things go wrong, when there are hardships or misfortunes, "scapegoating" or blaming ones' problems on another person or group is common. The stigma or mark automatically brands the different one or ones as guilty as charged. Such stigmas are defense mechanisms in which projection or blaming ones' own faults on some person or group often results.

The outcome of stigmas is that unhealthy or unproductive relationships are formed. Innocent people are hurt. Actions occur because of emotional rather than logical reasons. Fear, insecurity, and jealousy are companions of stigmas. In a healthy society stigmas should be replaced by thoughtful reflections about the real worth of human beings as individuals rather than labels.

Secondary Social Studies TITLE: The Causes and Problems of Stigma	TOPIC: Psychology	Student Activity Sheet	317-418 (302)

To the student:

1. Read the Student Information Sheet, then read in at least one additional account of stigma or a description of a group against whom social stigma has been shown.
2. Write a list with at least 6 examples of social stigma.
3. List ways you think these may be "undone."
4. Be prepared to discuss social stigma and its causes with the class.
5. When you are ready, inform your teacher and put your material in the place designated.

The students will identify any self-defeating behaviors in themselves and formulate ways of dealing with them. (302) (V)

Secondary Social Studies

TITLE: Self-Defeating Behaviors

TOPIC: Psychology

TIME SEGMENT: 1 class period - two weeks diary

317-419 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify any self-defeating behaviors in themselves and formulate ways of dealing with them.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other sources

EVALUATION:

The students will identify self-defeating behaviors they have and keep a log of their efforts to deal with one of them.

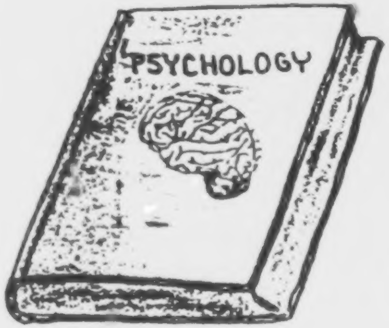
ADAPTATIONS:

A list of possible self-defeating behaviors could be compiled. From this list, students in small groups could add to the list and then identify ways of dealing with them in small groups or large group activity.

PROCEDURE:

To the teacher:

1. Discuss the topic of self-defeating behavior briefly. Then the students should be able to complete the activities without teacher intervention. Reference could be made to objective 317-415 which is very similar. NOTE: A diary is kept in 317-408. This activity also requires a diary or log be kept. Be sure that this is a more extensive activity and involves a different behavior than that used before.



2. Have enough Student Information Sheets available for use. Also have the activity sheet and other information sources available.

3. After diaries or logs of students have been completed, arrange for review of the assignment. Be prepared to assist students in modifying the plans they carried out to make them more effective.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies
TITLE: Self-Defeating Behaviors
TOPIC: Psychology
Student Information Sheet
317-419 (302)

In studying self-defeating behavior in yourself, you must ask, "What am I doing that hurts others?" "What am I doing that hurts myself?" and "Why am I doing the things that are inappropriate?"

Next, it is important to look at when you do what is hurtful and under what conditions. Whether or not what you do is hurtful depends sometimes on the setting. Obvious self-defeating acts such as uncontrolled violence are never acceptable. An example of setting would be that screaming at a baseball game is acceptable while screaming in the middle of a concert is not.

Use of alcohol and drug abuse are examples of self-defeating behaviors. Others are putting off work that needs doing, eating too much, chronically making excuses for oneself, and making wild, exaggerated comments about what happens. To be human is to be always working on becoming more effective as a person. That includes both in terms of one's own feeling of self worth as well as being accepted and appreciated by others.

It is important to realize that overcoming self-defeating habits or attitudes can be changed. However, some behaviors are more difficult to change than others and may require help. Simple ones can be done by you. This can be done by deciding what you want to achieve, then use simple behaviorial management practices on yourself to help you stick with what you have decided to overcome.

For example, if you want to learn to study better, you can use specific steps to accomplish the task. First, you identify what needs doing, when, and how. Then you plan and schedule time and effort for these activities. You keep track of what you do each day and don't let yourself slip into old habits. As you get better and better, you'll find that what you first had to make yourself do becomes easier and more and more of a habit. You become more self-disciplined, get your work done, and as an end result, like yourself better.

Everyone can change. It is well to remember, though, that change exacts a price. It takes effort, discipline, and time.

Secondary Social Studies TITLE: Self-Defeating Behaviors	TOPIC: Psychology	Student Activity Sheet	317-419 (302)

To the student:

1. Read Student Information Sheets 417-415 and 417-419; then read one additional source on self-defeating behaviors and how to modify it.

2. List the self-defeating behaviors you have. (You don't have to share these.) Choose one thing you do that you would like to change. Write a plan for changing this attitude or behavior. Work your plan. Keep a diary or log for two weeks, jotting down each day how you are doing. At the end of the week, review your activity, and if necessary, set a new or modified goal. Continue the diary for one more week. Write a short evaluation of the progress you made. Keep the diary for reference and to validate that you completed the assignment.

3. When you have finished, inform your teacher.

The students will explain how the nervous system works and how it affects behavior. (503)

Secondary Social Studies

TITLE: The Nervous System

TOPIC: Psychology

TIME SEGMENT: 2 class periods

317-420 (503)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how the nervous system works and how it affects behavior.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other sources including an encyclopedia and pictures of the nervous system and its functions.

EVALUATION:

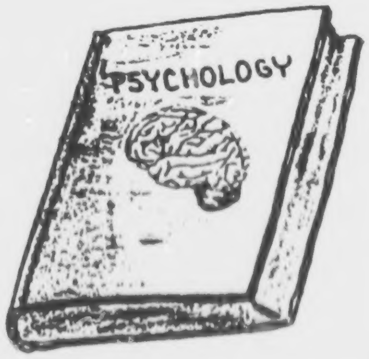
The student will correctly write a description of how the nervous system works and how it affects behavior.

ADAPTATIONS:

Have drawings of the nervous system for each student and discuss each part and its function as you label them.

Have a film on the nervous system and how it affects behavior.

PROCEDURE:



To the teacher:

1. Provide, through illustrations and discussions, background on the nervous system and its functions.
2. Have copies of all materials needed by students including the Student Information Sheet and Student Activity Sheet.
3. Provide time for the activity to be completed then have the group work together on labeling and discussing functions orally.
4. Finally, have students respond in a written quiz (without help) to the terms given, having them describe the function of each and how it affects behavior.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: The Nervous System	TOPIC: Psychology	Student Information Sheet	317-420 (503)

The human nervous system has been compared with a great network of electrical circuits or impulses. These complex circuits carry messages like a telegraph or telephone to and from all parts of the body to and from the brain. The brain serves as the master central station or terminal.

There are two main parts - each doing something vital and different. One is called the central nervous system and the other the peripheral nervous system. The central nervous system is made up of the brain, the central terminal, and the spinal cord, the major cable which connects the brain with the rest of the body. The peripheral system is made up of a different set of circuits which connects the central nervous system to the glands, muscles, and other parts of the body.

When activated, billions of nerve cells (neurons) in many sizes and shapes receive and send signals. Through these signals behavior is influenced. There are three kinds of nerves or neurons. They are:

1. Sensory neurons - they monitor heat, pain, etc. inside the body and receive information from the five senses from outside.
2. Interneurons - these are connectors and pass signals along and communicate with other neurons.
3. Motor neurons - they carry return messages from the central nervous system, brain and spinal cord, to the glands, organs, and muscles.

Some of the messages that are passed along do not require much of your conscious attention. For example, we walk or flinch as a "reflex" action controlled by the spinal cord.

In the peripheral nervous system network, there are two parts:

1. the autonomic - it controls involuntary processes like digestion of food or breathing.
2. the somatic - it controls voluntary processes like throwing, skipping, talking, running.

This complex activity network literally makes us tick.

Secondary Social Studies TITLE: The Nervous System	TOPIC: Psychology	Student Activity Sheet	317-420 (503)

To the student: Read the Student Information Sheet. Then, in your psychology textbook or an encyclopedia, review the explanation on how the nervous system works and how it affects behavior. Finally, describe in writing or draw the function of each of the following in terms of how they work and how they affect behavior:

1. Brain interneurons
2. Spinal cord interneurons
3. Sensory neurons
4. Interneurons
5. Motor neurons
6. Autonomic nervous system
7. Somatic nervous system

Put your paper in the place designated by your teacher. Be prepared to discuss the nervous system and how it affects behavior.

The students will describe the main parts of the brain and explain the function of each. (102)

Secondary Social Studies

TITLE: The Brain

TOPIC: Psychology

TIME SEGMENT: 3 class periods

317-421 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the main parts of the brain and explain the function of each.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet
(Masters included)
Textbook or other source showing pictures of the brain, its parts and function
Model of brain

EVALUATION:

The students will accurately draw the main parts of the brain and explain the function of each.

ADAPTATIONS:

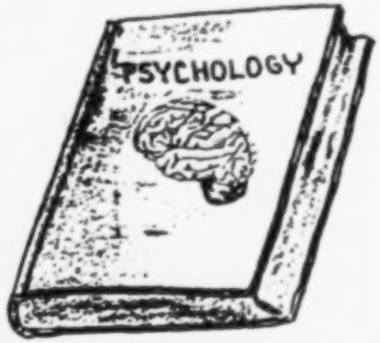
Several models could be used instead of one. A film on the brain could be shown as an introduction to the concept.

PROCEDURE:

To the teacher:

1. Have a model of the brain - if possible - and describe its parts and functions to the students.

2. The Student Information Sheets and Student Activity Sheet could be used as introduction to the study and be done independently. Ideally, however, working with a model first would be desirable.



3. The students need time to work doing research and drawing their replicas.

4. Time should be provided or assigned for students to review all of the parts and their functions until each student can work with a blank printed model accurately without help, labeling and describing.

5. This activity should serve as an excellent springboard to indepth study of the brain.

6. Provide for all written work to be handled in a systematic way in which student accountability is built into the system.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies
TITLE: The Brain
TOPIC: Psychology
Student Information Sheet
Page 1
317-421 (102)

Study the following to find out about your brain and what it does.

What is your brain? The brain is the main terminal or command center for all you do. Do you think it is one organ? It isn't. It's really a collection or group of organs. An easy way to study it is to think in terms of old brain or subcortex and part in the new brain or neocortex.

In the subcortex basic instincts and survival functions take place. In the center of the brain is the thalmus where messages are received from the senses (hearing, seeing, feeling, etc.) and passed along. Also in the subcortex is the hypothalmus. The hypothalmus acts like a thermostat regulating heat, water levels, and some emotions. It is a survival tool and acts at once in response to stimulus. For instance, when you are in danger, the hypothalmus sends signals to the adrenal gland to let adrenalin be released into the blood stream to help you respond. Because of this, you are more alert mentally and more able physically to handle what happens. Your heart actually beats faster and blood pressure goes up to meet the emergency.

Also in the subcortex is the cerebellum or what is called the lesser brain. It helps the neocortex (new brain) to coordinate muscle activity. It is a kind of fine tuner and does such things as help us to keep our balance, and have eye/hand coordination. As you write and keep the pencil on the line, your cerebellum is helping you.

Your new brain or neocortex is your thinking brain. The neocortex makes it possible for you to do what other animals cannot do. The neocortex is made up of the cortex and the cerebrum. The cortex is a thin layer that covers the cerebrum. The word means bark. Think of it as a thin bark-like outer covering. The cortex is wrinkled into thousands of very tiny folds. These folds allow for the most brain cells possible to fit in the limited small space that house it.

The cortex and cerebrum seem to work together. It is the cerebrum that makes up eighty percent of the total mass of your brain. Together with the cortex, the cerebrum is responsible for the active thinking that you do. The cerebrum is divided into two parts or hemispheres. These hemispheres are divided by a split or kind of ditch. Usually the left hemisphere controls the right side of the body, and the right the left. For example, if you were to have a stroke in the left hemisphere, you would be paralyzed on the right side.

Each of the hemispheres is divided into four areas or regions called lobes. According to what we know each lobe has some specific functions. The occipital lobes at the back of the cortex helps you recognize what you see. Here visual information is controlled and processed. The temporal lobes are along the side of the cortex. They process sounds you hear. In the frontal lobes at the front of the cortex, right behind your forehead, is the area where you plan, organize, evaluate, think through problems and develop into the unique personality that you are.

The parietal lobes are in the middle of the brain. Here sensory data involving touch are processed. The parietal lobes make it possible for you to tell the difference between rough and smooth, etc.

Both of your hemispheres in the brain do similar things, but their functions are somewhat divided. The right hemisphere is generally thought to control emotional, intuitive and creative activity while the left hemisphere carries on logical and analytical thinking. In most people one hemisphere is more in charge or dominant than the other.

Between the two hemispheres is a path of nerves which acts as a bridge to let one side function in harmony with the other. It is called the corpus callosum. If you somehow have the corpus collosum severed, each side of the brain works pretty much on its own. Though difficult to do, because of the messages no longer being sent by the corpus collasum people with split brains can learn to function.

Not only is your brain made up of many organs each of which has jobs to do, but it also has the emergency capacity to have some regions take over the functions of damaged regions. This makes it possible to sometimes relearn something when a person has had a serious injury or stroke.

Is it hard to remember all this? Keep in mind that your brain is one of the most fascinating and complex parts of your body. To even begin to understand its function is a challenge. You have your brain to thank for the fact that you can learn and learn and learn throughout all of your life. To study it is worth the effort. You'll discover a frontier that scientists have really just begun to explore.

Secondary Social Studies TITLE: The Brain	TOPIC: Psychology	Student Activity Sheet	317-421 (102)

To the student:

1. Read carefully and outline the information found on the information sheet. Review one additional source on the brain which includes a picture of the brain, including all its parts.

2. Draw a picture of the brain, labeling each part. Review the parts until you know them all. (If your teacher approves, you may work with a friend on this.)

3. When you know the parts of the brain and their function, and have completed your picture, put your work in the place designated by your teacher.

HIGH SCHOOL ELECTIVES SOCIAL STUDIES PSYCHOLOGY INSTRUCTIONAL OBJECTIVE 317-422

The students will define biofeedback. (102)

Secondary Social Studies

TITLE: **Biofeedback**

TOPIC: **Psychology**

TIME SEGMENT: **1 class period/1 home assignment**

317-422 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will define biofeedback.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and other sources

EVALUATION:

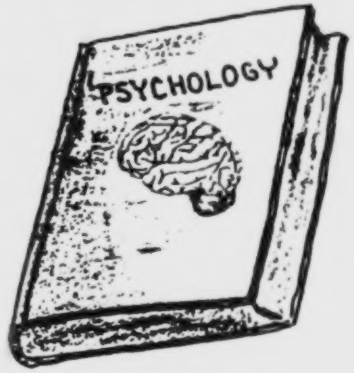
The students will be able to describe in writing what biofeedback is and apply its use in one example to the satisfaction of the teacher.

ADAPTATIONS:

Show a film on biofeedback.

PROCEDURE:

To the teacher:



1. The student should have some background on study of the brain before biofeedback is considered. See previous objectives, especially 317-421 for help.
2. Prepare the number of copies of the Student Information Sheet and Student Activity Sheet needed for those participating in the activity. Also have textbook or other information sources available.
3. Assign the activities described to be done independently by the students.
4. Arrange for completed work to be handed in and remind students of outside assignment. When outside assignment is done, discuss with those involved biofeedback and its applications.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Biofeedback	TOPIC: Psychology	Student Information Sheet	317-422 (102)

One of the interesting things about how our bodies work is that the autonomic system carries on its functions without our having to stop and think about it. We don't have to remember to breath or swallow or digest our food. The blood goes coursing along its routes through our body at a regular rate without our consciously having to control its pressure.

Equally as intriguing is the fact that we now know that it is possible for people to control some of these functions. Both animals in laboratories and humans in experiments have learned to lower or raise blood pressure, make the heart beat slower or faster and even consciously make specific kinds of brain waves.

How this is done is by the subject concentrating while he or she watches an instrument that records blood pressure, heart beat, and brain waves. As the subject concentrates on the bodily function he wants to influence, he watches the machine. Using this method, people can partially control what is happening.

Through use of relaxation techniques, you seem to be able to do the same thing. Many people have been able to lower their blood pressure by simply learning to relax. This is a form of biofeedback everyone can use.

The future of this exciting process is thought by some to hold great hope that people will be able to help themselves to function more and more effectively.

Secondary Social Studies TITLE: Biofeedback	TOPIC: Psychology	Student Activity Sheet	317-422 (102)

To the student:

Study the Student Information Sheet. Review material on biofeedback in at least two other sources.

1. Find in your reading at least one example of the use of biofeedback. Write up this example as a case study. Include in the case study a description of biofeedback. Be prepared to share it with the class.

2. On your own time at home, conduct an experiment using relaxation techniques. When you are feeling nervous or have a headache, lie down and relax in a quiet place and think about something pleasant. You'll be telling your body everything is o.k. See if your feelings improve. Be prepared to report your findings to the class.

3. Put your written work in the place designated by your teacher.

The students will define perception. (102)

Secondary Social Studies
TITLE: Perception

TOPIC: Psychology
TIME SEGMENT: 2 class periods

317-423 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will define perception.

MATERIALS:

Student Activity Sheet pages 1, 2
Perception cards pages 1, 2
(Masters included)
Textbook, encyclopedia, other sources

EVALUATION:

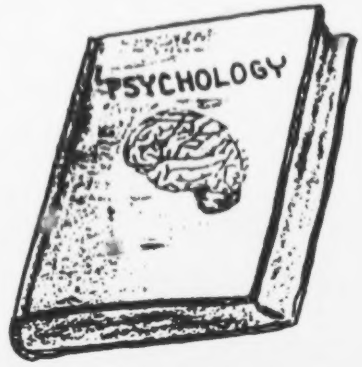
The students will be able to accurately define perception in writing.

ADAPTATIONS:

Use films on perception as a springboard.
Use depth perception models as introduction.
Assign individual students to research specific aspects of perception.

PROCEDURE:

To the teacher:



1. Assign students to research the topic of perception.
2. Provide materials including psychology texts, encyclopedias, and the Student Activity Sheet. Be sure to read the activity sheet to identify content reviewed including a definition of perception, role of experience, perceptual set, influence of needs on perception, influence of moods, attitude and values on perception and review of depth perception.
3. Show several examples of perceptual cues and depth perception. Discuss these with the class.
4. Use the completed activities on the Student Activity Sheet for discussion. Provide time for students to share what they have done.
5. Show films on perception and depth perception.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Perception	TOPIC: Psychology	Student Activity Sheet Page 1	317-423 (102)

To the student:

Read the following as introduction and then complete the activities detailed.

As you study the meaning of perception in detail, keep in mind its basic idea. Perception is a psychological term to describe how we interpret the world around us. It is the process by which we give meaning to anything that is encountered by our senses. As we see, hear, taste, smell, or feel something, we interpret it and make sense out of it.

It is making sense of the physical events in our lives that is the process of perception.

1. Read in your textbook or other sources about the role of perception in our lives. Then write a short definition in your own words.

2. Using what you have learned, think about how experience helps shape your perceptions. This is called a perceptual set. List several (at least five) things about how you view the world that could be influenced by where you live. (You may need to read more to answer this. If so, look up perceptual set.)

3. Needs can influence perception. If I am always hungry, my perception of food is very different than it is in a situation in which I always have plenty to eat. Also influencing perception is the mood we're in, our attitudes and our values. List at least one way each of these influences your perception of life.

Needs ____________________

Mood ____________________

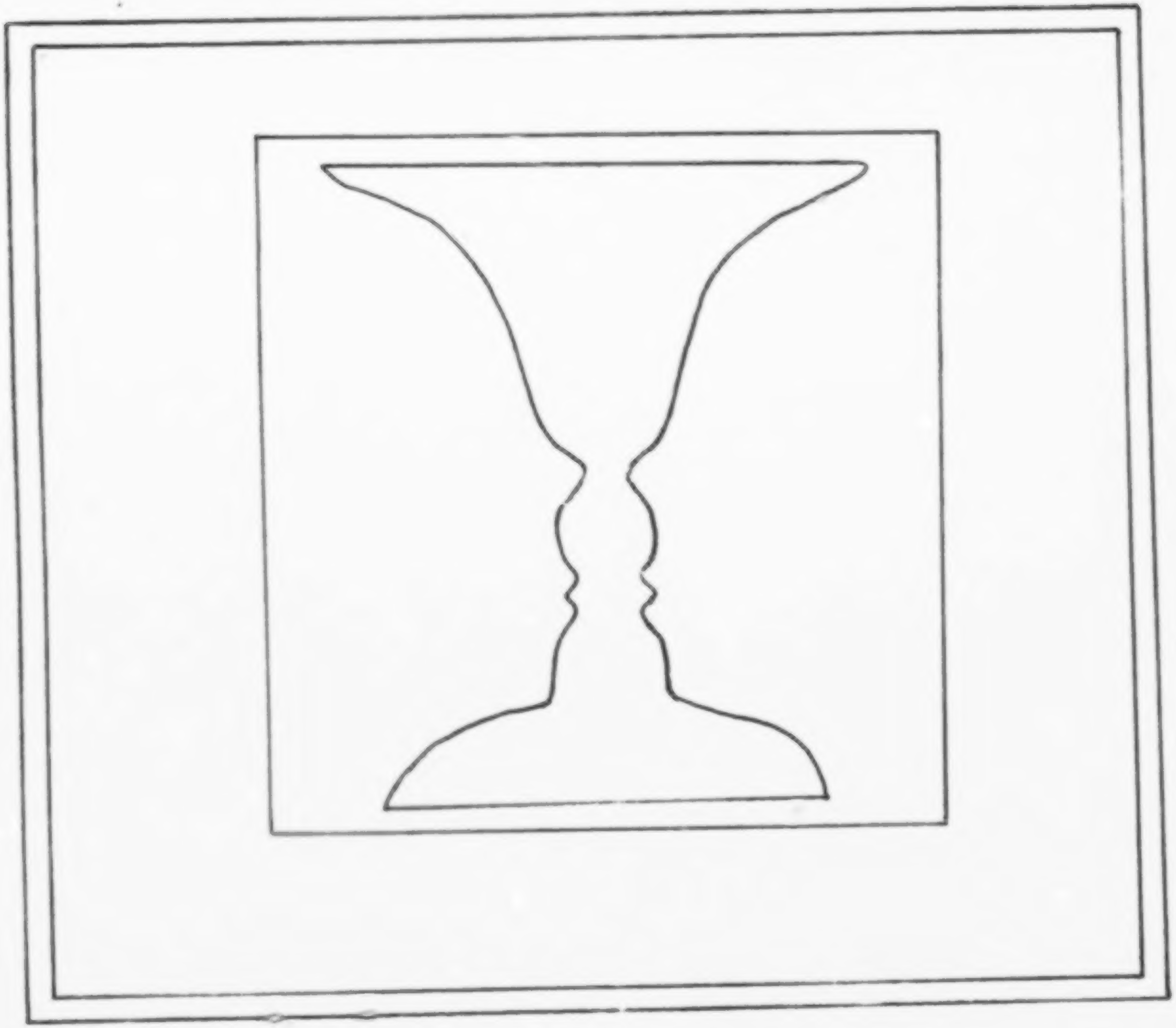
Attitudes ____________________

Values ____________________

Secondary Social Studies TITLE: **Perception**	TOPIC: **Psychology**	**Student Activity Sheet** **Page 2**	**317-423 (102)**

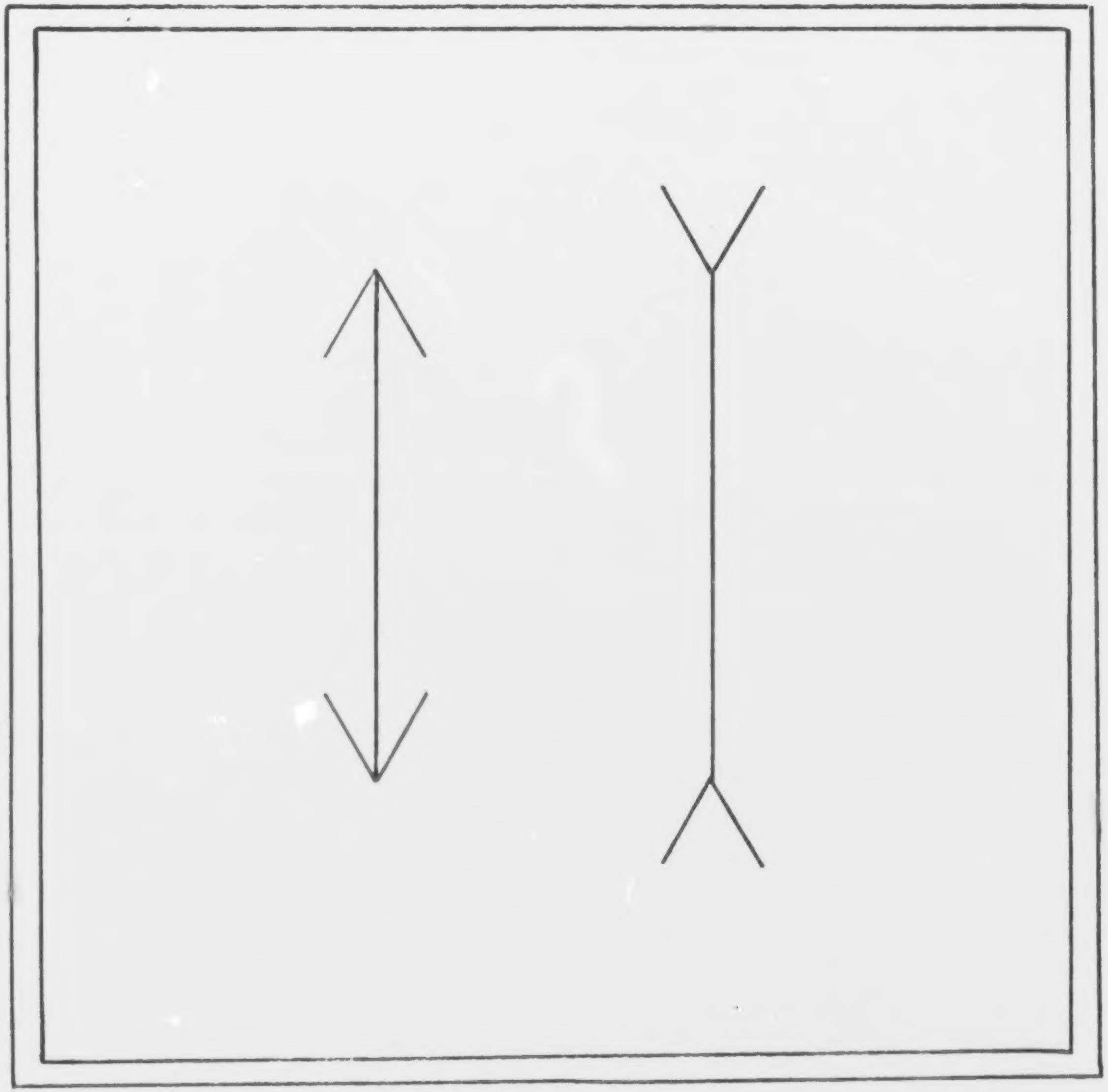
4. Perception is influenced by our experiences in terms of how we locate where things are. What we understand about where things are in space is related to ourselves and to our experience with all we are able to bring into our senses. Size, position and prospective are seen by us in specific ways because of what our perception tells us. There are many activities that you can try which demonstrate how our depth perception fools us. Find at least one perception activity and be prepared to share it. Identify in writing where it is.

5. Put your completed work in the place designated by your teacher.



Perception Card page 2

317-423 (102)



The students will explain what intelligence is and how it is measured. (102)

Secondary Social Studies
TITLE: Intelligence

TOPIC: Psychology
TIME SEGMENT: 2 days

317-424 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain what intelligence is and how it is measured.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook, other reference sources

EVALUATION:

The students will be able to accurately discribe in writing how psychologists define intelligence and how it is measured.

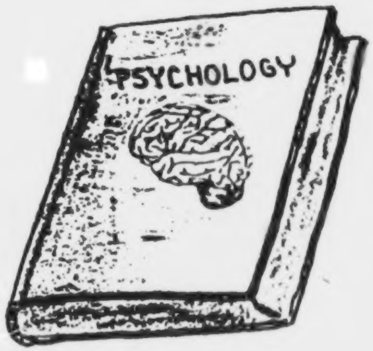
ADAPTATIONS:

Have a film or other media presentation on intelligence and I.Q. testing.

Have a psychologist visit the class and discuss with the group his position on intelligence and I.Q. testing.

PROCEDURE:

To the teacher:



1. The following information and activity sheet could be used as an introductory activity for study or a follow-up after a teacher or media presentation on the concept.
2. Have adequate materials needed for the Student Information Sheet and Student Activity Sheet prepared and available.
3. If possible, provide the opportunity for the students to research the concept in more than one source.
4. Have students share their written definitions for intelligence.
5. Have a student debate on the pros and cons of I.Q. testing.
6. Designate a place for students to keep their completed work for reference.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Intelligence	TOPIC: Psychology	Student Information Sheet	317-424 (102)

To define human intelligence is a difficult task. Why? Because you can't see it or touch it; you can only make guesses or inferences about it by the way people act or behave.

Psychologists disagree on an exact definition, but they would all accept the notion that intelligence is the ability of a person to respond to experience and learn from it. Along with this is the ability to use what is learned and adapt oneself to new situations.

The measurement of intelligence is a difficult task. Alfred Binet was the first scientist to determine ways to compare the abilities of learners. He looked at the number of tasks a child could complete correctly with the number correctly completed by an average child. The result of this computation Binet called MA or mental age. The MA or mental age was then compared with the child's CA or chronological age.

Intelligence tests have been developed by many people and over the years have changed a great deal. Lewis Terman in 1916 constructed the Stanford-Binet test. It was based on Binet's work but went much further. In the 1950's, Davis Weschler designed a test which went beyond the verbal ability and reasoning test of Binet and tested both verbal and nonverbal skills. The tests by Weschler and Terman were individual tests. Group tests have also been developed and are widely used in schools to make predictions about ability.

Researchers today look at intelligence testing with warnings about their use. Why? Because many factors can influence how well we do on a given test on a given day, and because no test yet devised can measure all of the dimensions of intelligence.

Secondary Social Studies TITLE: Intelligence	TOPIC: Psychology	Student Activity Sheet	317-424 (102)

To the student:

Read the Student Information Sheet. Then, use all the resources you need, such as a dictionary, encyclopedia, or textbooks, to find three definitions for intelligence.

1. Write each of these three definitions.
2. Using your own words, write a definition for intelligence.
3. Read in one of the above sources about the advantages and disadvantages of I.Q. testing. After you have researched the problem, take a position and write a two or three paragraph defense of why you favor or do not favor the use of I.Q. testing measurement of intelligence in schools. Have specific reasons for your stand.
4. Put your completed work in the place designated by your teacher.
5. Be prepared to orally debate the use of I.Q. tests in class taking either a pro or con position.

The students will study ways to improve their memories, study more efficiently, and solve problems better. (305)

Secondary Social Studies
TITLE: Improving Memory/Study Skills, etc.

TOPIC: Psychology
TIME SEGMENT: 2 class periods

317-425 (305)
D

INSTRUCTIONAL OBJECTIVE:

The students will study ways to improve their memories, study more efficiently, and solve problems better.

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheet
(Masters included)
Textbook
Encyclopedia

EVALUATION:

The students will demonstrate their understanding of ways to improve memory, study efficiently and solve problems better by completing correctly questions requiring this understanding in the Student Activity Sheet.

ADAPTATIONS:

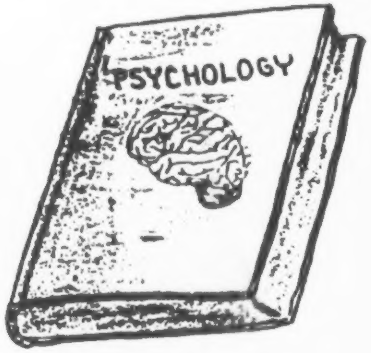
This activity could be done in pairs, in small groups or as a center activity.

PROCEDURE:

To the teacher:

1. Before using the following information sheet and activity sheet, prepare the students for study of this area by reviewing the definition and functions of memory.

2. Duplicate enough copies of Student Information Sheets and Student Activity Sheets for those who will be immediately involved in the activity. Also have textbook and other information sources available for reference.



3. The activity can be done independently by each student.

4. For application provide students with lists of items, memory jingles, etc. as suggested in the information sheet, to test short term memory.

or

Show a picture to the group, remove it and have the students draw it from memory.

5. Have students place material completed in the place designated.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Improving Memory/Study Skills, Etc.	TOPIC: Psychology	Student Information Sheet Page 1	317-425 (305)

Read the following to find out about memory.

How is your memory? No matter how you answer that question you will probably admit that there are times when you have wished that you could remember something and you cannot. When we know we have met someone, but can't remember his name, our brain is telling us that the information is there but not accessible at the moment.

Our attitudes toward what is happening, our interest in it, even our mood at the time affects how well we remember. Things that are exciting or frightening are easier to remember than things which are boring to us and a real chore. It is part of being human to remember general rather than exact words. To improve memory, we need to keep distractions to a minimum, and try to learn something new without the interference of other things. New information can be literally mixed up and confused in our memories if we encounter too many ideas at once. Focusing on what is to be done and determining to do it are vital keys to successful remembering. Then we need to look at the kinds of things we need to be able to do.

In school we have to use all of the most common memory measures. There are recall, recognition, serial anticipation and relearning. To get an idea of what these are the following examples are given.

In serial anticipation a list of words or numbers is given, then the list is taken away. When you are given part of that list you are able to remember enough of the list to say what comes next or anticipate it.

In recognition, pictures or objects are shown to a person and then the subject is later shown the item and asked to tell whether or not it is recognized. Multiple choice tests are usually based on this idea.

In recall, a list of items is memorized then the person is asked to repeat them. Usually the first and last ones will be remembered. The middle ones will be the most difficult to recall. Fill in the blanks, essay tests, and producing lists are based on recall.

Secondary Social Studies TITLE: Improving Memory/Study Skills, Etc.	TOPIC: Psychology	Student Information Sheet Page 2	317-425 (305)

In relearning, something is learned, then after a time lapse it is learned again. Because original learning is still somewhere in the memory system, relearning is usually much faster than original learning.

With focus of effort all of the kinds of memory listed can be improved. There are also other ways we can improve our memories. One strategy is through use of memory cues. If we make associations betw between one idea and another it helps us remember. Particularly if one idea or word is used frequently and the one to remember is not, the frequently used word or idea can cue us as to what the word or idea is we're searching for. Use of mnemonic devices is another way to improve memory. These are poems, music, jingles, etc. that help us to remember.

Also another valuable cue is the context in which something is learned and remembered. If you try to "bring back," remember a specific even, keeping what is learned in context can help you.

Studying and Problem Solving

Both studying and problem solving require that we think toward a specific goal. We gather information and try out ideas in different ways until we arrive at logical solutions.

If we use deductive reasoning, we work from a general big idea to specific small ideas or lists of data that together form a logical relationship.

On the other hand if we use inductive reasoning, the opposite is true. We gather specific lists of data or small ideas and generalize from them to a big idea.

Another form of reasoning we use is evaluative reasoning. In this form of thinking we look at a problem with several possible solutions and choose one. This kind of thinking is based on judgment of an idea rather than carefully taking it apart into its bits or enlarging upon it to form one of the pieces of a bigger idea.

As you study you choose the most logical method for the task to be done and use it. Sometimes a combination of inductive and deductive reasons will be the best choice. Other times the inductive/ scientific method will seem the best selection. In all situations to be a thoughtful student, you need to think about what your task is and then go about doing it in the way that makes the most sense.

Secondary Social Studies TITLE: Improving Memory/Study Skills, Etc.	TOPIC: Psychology	Student Activity Sheet	317-425 (305)

To the student: Study the Student Information Sheets, then review information given on memory improvement and study efficiency in your textbook or some other source. When this is completed, do the following:

1. Write a description of each of the following as the term applies to memory improvement.
   a. serial anticipation
   b. mnemonic devices
   c. context
2. Write a short explanation of the following terms related to memory.
   a. recognition
   b. recall
   c. relearning
3. Write a short description of each of the following as they relate to reasoning.
   a. inductive
   b. deductive
   c. evaluative
4. Design three written memory activities using one of the described. Be prepared to use one or more of these with the class.
5. Put your completed work in the place designated by your teacher.

The students will explain how people are different and similar. (404) (V)

Secondary Social Studies Survey of
TITLE: **Similarities and Differences in People**

TOPIC: **Psychology**
TIME SEGMENT: **2 days**

317-426 (404)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain how people are different and similar.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

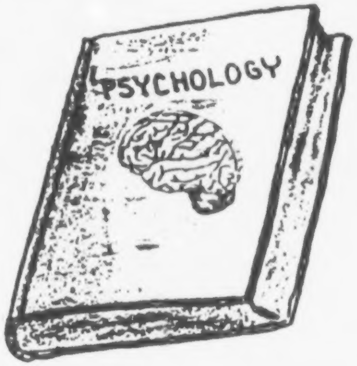
The students shall demonstrate their understanding of how people are different and similar by taking a survey which will point out the differences and similarities of people, and by compiling statistics on the information gathered. This shall be done to the teacher's satisfaction.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. This activity may be used as an introduction to a discussion on differences and similarities of people.
2. Duplicate enough Student Activity Sheets so that each student may have one.
3. Decide if this activity shall be performed in or outside of class.



Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Survey of Similarities & Differences in People	TOPIC: Psychology	Student Activity Sheet	317-426 (404)

To the student:
This activity is designed to point out the differences and similarities of people. To this survey form add two categories of your own that interest you. Then, using the form get a response from ten people.

Height	Ice cream flavor last eaten	Eye color	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10

Favorite singer or group	Place of birth	Parent's occupation	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10

After the survey is complete, compile statistics on the information. *Write down the results on a separate piece of paper. Look over the statistics and think about the implications. In which category did you find people the most alike? In which category were they most unlike? When you have finished, put your paper in the place designated by your teacher.

* For example, perhaps 6 of 10 people ate vanilla ice cream most recently
2 of 10 ate chocolate
1 ate strawberry
and 1 ate banana nut

The students will explain instinct and how it operates in animals. (102)

Secondary Social Studies
TITLE: Instinct

TOPIC: Psychology
TIME SEGMENT: Two class periods

317-427 (102)
D

INSTRUCTIONAL OBJECTIVE:

The student will explain instinct and how it operates in animals.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and other references on animal instinct. (Make use of the school library if necessary.)
Encyclopedia

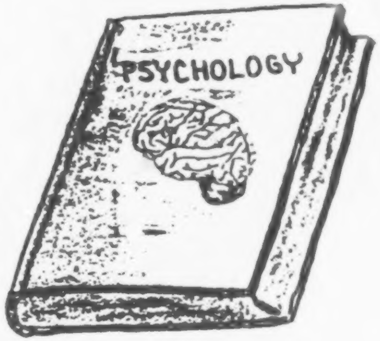
EVALUATION:

The students will explain accurately in writing the meaning of instinct and how it operates in animals.

ADAPTATIONS:

A film on animal instincts could be shown.

PROCEDURE:



To the teacher:

1. Provide some background on animal behaviors. You may want to differentiate between animal instincts and human drives.
2. Prepare materials necessary for each students' use.
3. Provide time for the students to share their findings on animal instincts.

   Charts or other displays could be made from information found.
4. Instruct students in what to do with completed work.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Instincts	TOPIC: Psychology	Student Activity Sheet	317-427 (102)

To the student:

1. Read in your psychology text, and the encyclopedia or other sources what is written on the topic, Instincts in Animals.
2. Based on your reading, write a short definition in your own words of the term.
3. Choose an animal. Using the library resources, find out what you can about the instincts of this species.
4. Make a written outline of your findings.
5. Be prepared to explain orally what you have learned.
6. Put your completed work in the place designated by your teacher.

Secondary Social Studies TITLE: Instinct	TOPIC: Psychology	Student Information Sheet	317-427 (102)

Read the following to get an introduction to what instinct is and then do the activity following it.

The word "instinct" is used to describe strange and interesting phenomena observed in animals. It refers to behavior that takes palce without the need for learning it. No teaching is involved. No practice occurs. It just seems to happen. That is why it is referred to as being innate or part of the animal which shows it. Kinds of aggression, feeding habits, reproduction and care of animal young are all referred to in the animal kingdom as inherited behaviors, not learned ones. Thus, they are called instincts.

The students will explain how heredity and environment work together to affect behavior. (304)

Secondary Social Studies

TITLE: Heredity and Environment

TOPIC: Psychology

TIME SEGMENT: 2 classes

317-428 (304)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how heredity and environment work together to affect behavior.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and other resources

EVALUATION:

The student will explain in writing how heredity and environment affect behavior.

ADAPTATIONS:

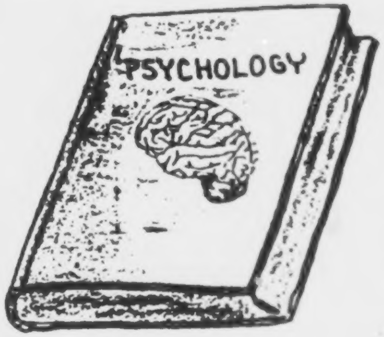
Studies of identical twins who have been separated could be used as an introduction. Studies of animals in captivity, including films could be shown to show the relationships of heredity and environment. The whole field of genetic research could be explored.

PROCEDURE:

To the teacher:

1. Give the students adequate background about heredity and environment before they begin the activity.

2. Prepare adequate numbers of the information sheet and activity sheet needed. Have the students read the information sheet and other resources available on the subject.



Extra credit or extended activity work could include student research and reporting on animal studies of heredity and environment.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies
TITLE: Heredity and Environment
TOPIC: Psychology
Student Information Sheet
317-428 (304)

Read the following for an introduction to the concept of heredity and environment.

Heredity is the passing of mental or physical characteristics from generation to generation.

Environment is the surrounding things or conditions affecting a person's development or growth. Physical environment includes the air around us, the food we eat, chemicals in the atmosphere, etc. Social environment is comprised of family members and other people who have an impact on you.

Within the family, your parents, siblings (sisters and brothers) help shape your personality in many ways. They teach you how to respond to others, how to care for property, etc. These cultural values are reflected in the ways you do most things in life. Outside of the family, there are other significant influences that change behavior. Television has been shown to be a potent force for most children. It is a way children learn about foods to eat, how to behave toward law officials and members of the opposite sex.

School is another social factor. In school, most people learn about academic and social things. Schools provide social activities to help students learn how to enjoy work and play with others.

Peer group is also a major influence. These school mates and friends are especially influential during the high school years.

Heredity and environment do work together to affect behavior. For example, heredity gave you a certain bone structure which can't be changed. The existing food conditions, however, would make a big difference as to how heavy you are. If there were abundant food, you might be thin or heavy, and that would depend on eating habits, which are also environmental.

Secondary Social Studies TITLE: Heredity and Environment	TOPIC: Psychology	Student Activity Sheet	317-428 (304)

To the student:

1. Before you begin this activity, read the information sheet and other sources available on the subject.
2. You will need paper and pencil. Think of yourself and your own family and identify others in the family who have similar characteristics as you do in terms of a. physical build, b. color of eyes, c. color of hair, d. complexion. List them.
3. Then think of your life experiences, including how you speak. List at least 5 ways of responding that you may have learned from your family, e.g., saying "Thank you" - "No way," etc.
4. Write an "opinion paragraph" based on what you have read about heredity and environment.
5. Be prepared to share it.
6. Put your completed written work in the place designated by your teacher.

The students will explain why love and attention are so important to children as they grow up. (302) (V, P)

Secondary Social Studies

TITLE: Love and Attention

TOPIC: Psychology

TIME SEGMENT: 2 or 3 class periods

317-429 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain why love and attention are so important to children as they grow up.

MATERIALS:

Student Activity Sheets Pages 1,2
(Masters included)
Resource material including texts, magazines, etc.

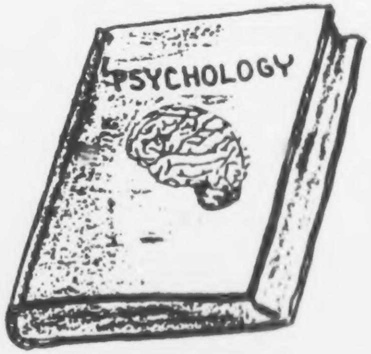
EVALUATION:

Students will explain in writing why love and attention are important to children as they grow up.

ADAPTATIONS:

Assign the students to do a paper about the emotion of love and its importance.

PROCEDURE:



To the teacher:

1. Assign students to research the topic "love." Include a discussion on Abraham Maslow's hierarchy of human needs or other psychological foundations for need for love.

2. Provide resource material for students which discusses the significance of love and attention in emotional development.

3. The activity provided will help students see how love and attention fit into their own lives. Discuss the importance of these two factors in an aspect of your life so students will feel at ease in expressing their own feelings.

4. Provide adequate copies of the Student Activity Sheet for all those participating in the activity.

5. Provide for the completed work to be placed in a specific place.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Love and Attention	TOPIC: Psychology	Student Activity Sheet Page 1	317-429 (302)

To the student:

This activity will help you analyze the importance love and attention have in your life. The following chart asks you to identify how love and attention have been shown to you and how you show it for others. First, you need to define the two words "love" and "attention," What do they mean to you? Then fill in the chart based on your perceptions.

How do people in your family show love for you?

How are the ways they show love now different from ways they expressed love when you were a child?

How do you show love for your family?

How are ways you show love different from ways you used to show love when you were a child?

How did you feel about yourself as a child?

How did the love expressed by your family influence your self-image?

What kind of attention do you pay to your younger brothers and sisters?

Secondary Social Studies TITLE: Love and Attention	TOPIC: Psychology	Student Activity Sheet Page 2	317-429 (302)

How do you think that influences their self-images?

____

What kind of attention did your family pay to you when you were a child?

____

How did that influence your self-image?

____

How do you show love and attention to your friends?

____

What has filling in this chart taught you about the roles of love and attention in your life?

____

Put your completed work in the place designated by your teacher.

The students will explain how a child's mind develops through experience. (106) (P)

Secondary Social Studies

TITLE: Mind Development Through Experience

TOPIC: Psychology

TIME SEGMENT: Three days

317-430 (106)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how a child's mind develops through experience.

MATERIALS:

Encyclopedias, texts, and other available materials.

Student Activity Sheet
(Master included)

EVALUATION:

The students shall demonstrate their understanding of how a child's mind develops through experience, by describing to the teacher's satisfaction, an experiment with children of various ages dealing with the accumulation of information based on experience.

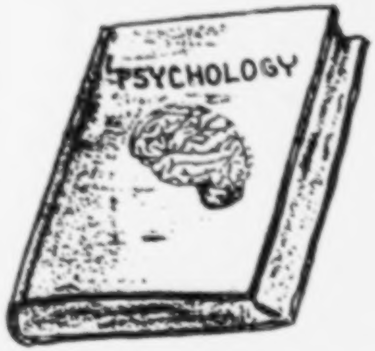
ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Before this activity is assigned the students they should have a good understanding, through selected reading and class discussion, of memory and the way it works in storing experiences.
2. Duplicate enough Student Activity Sheets so that each participating student may have one.
3. Provide a specific place for the completed work to be placed.



Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Mind Development Through Experience	TOPIC: Psychology	Student Activity Sheet	317-430 (106)

To the student:

From your reading and class discussion you should have a good understanding of memory and the way it works in storing experiences.

This activity is designed to show how a child's mind develops through experience. The more information and experiences a child has stored in his memory, the more easily he will be able to assimilate new information. He will be able to relate it to what he already knows.

1. Find a short news item from a newspaper that refers to world, national or state events. Choose an article that makes mention of several people and institutions. It might mention world rulers or officials, the President, a labor union, the Federal Reserve Board, Congress, a militant political figure, the Governor, the legislature, etc.
2. Read the article to a child of age six or seven and ask him what he thinks it means. Ask him who the people are, where the places mentioned are, and what the institutions or organizations are in the article. Take notes on his response.
3. Next, read the article to an eleven or twelve year old (or have him read it if he prefers) and follow the same procedure as above.
4. Then, have a sixteen or seventeen year old read the article and ask him what it means. Also, take notes on his response.
5. Write a short paragraph analyzing the difference in the responses. Keep in mind what you have learned about the storage of experience in the memory.
6. Write your name on the notes you have taken, attach your paragraph, and put your papers in the place designated by your teacher.

The students will explain what a good parent is and how to guide a child's behavior for the good of the child. (302) (P, V)

Secondary Social Studies

TITLE: Being a Good Parent

TOPIC: Psychology

TIME SEGMENT: Two class periods

317-431 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain what a good parent is and how to guide a child's behavior for the good of the child.

MATERIALS:

Student Activity Sheet (Master included)
Textbook and other information sources

EVALUATION:

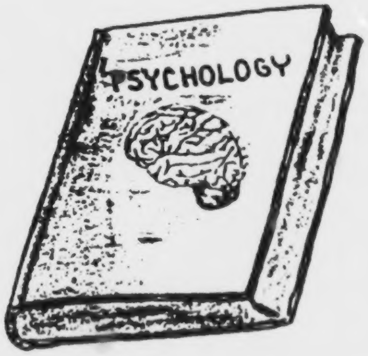
The students will give a logical explanation of what a good parent is and how to guide a child's behavior for the good of the child. (There is no one right response)

ADAPTATIONS:

Have a panel of parents come to class to discuss the topic with the students.

PROCEDURE:

To the teacher:



1. Determining what a good parent is and how to guide a child's behavior for the good of the child is a complex objective that cannot be measured. Study of the topic can be fruitful but it must be done with the understanding that there is "no one appropriate pattern or recipe for being a good parent." The culture, religious background, personal parenting experiences, and many other variables have impact on what is accepted practice.

What should be stressed is that in all cultures children need to be loved, cared for, given direction, security, a sense of belonging, and opportunity to develop self-esteem and esteem for others.

2. For the activity prepared, have sufficient copies of the materials needed for each student participating to have access to one. Also be certain that there are resource materials for study.

3. Introduce the topic, emphasing its complexity.

4. Provide time for study and individual responses.

5. Indicate to the students participating what should be done with their completed work.

6. Divide the class into small groups to discuss the points identified as most important. Then, have each group report to the class on what that group decided were the most important factors.

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Being a Good Parent	TOPIC: Psychology	Student Activity Sheet	317-431 (302)

To the student:

Read the following and then complete the activities given. Determining what a good parent is and how to guide a child's behavior for the good of the child is a complex objective that cannot be measured exactly. If this were possible, there would be no worried parents or frustrated children. Where you live, what your parents lives have been like, what you believe, and other things all influence how effective a person is at being a "good" parent.

It is important to remember, however, that there are some things about human beings that are always critical to a person no matter where or when he or she lives. We all need to feel loved, to be cared for, to feel safe, to know that we truly belong, to be built up as a person and guided in the things that we do. Where there is no guidance, there is frustration and social disintegration.

1. Study about this topic in at least three sources.

2. Make a written outline of what you have read in terms of a. what a good parent is, b. how to guide a child's behavior for the good of the child.

3. Pick out what you think are the 4 most important factors in terms of both your a. and b. outlines. List these.

4. Be prepared to discuss these with the class or in small groups.

5. Put your completed work in the place designated by your teacher.

The students will explain how early or late development affects an adolescent's personality. (309) (P)

Secondary Social Studies

TITLE: Adolescent Development

TOPIC: Psychology

TIME SEGMENT: Two class periods

317-432 (309)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how early or late development affects an adolescent's personality.

MATERIALS:

Student Activity Sheet
(Master included)
Textbook and/or other research sources

EVALUATION:

The students will accurately explain how early or late development can affect an adolescent's personality.

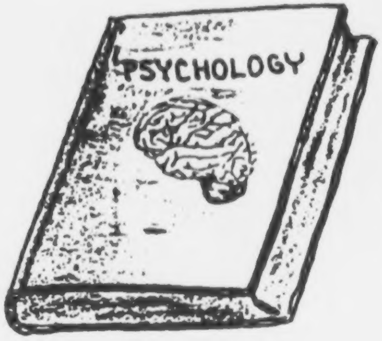
ADAPTATIONS:

Show a film on adolescent development. Discuss the problem as a whole group or in small groups.

PROCEDURE:

To the teacher:

1. This objective is one which should be studied and discussed at length. If study resources aren't available, provide a data base before expecting the students to respond.
2. In preparation for the student activity, have sufficient materials ready for the number of students participating.
3. Allow time for student study and responses. Indicate to the students what is to be done with their completed work.



Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Adolescent Development	TOPIC: Psychology	Student Activity Sheet	317-432 (309)

To the student:

1. Gather information from your psychology text or other sources on the subject of early or late development and its affect on an adolescent's personality.

   As you read you will find that early or late development can affect personality in many ways. As human beings we want to be like and look like other human beings. When we are extremely small in relationship to others, or look differently in some other way, we have to come to grips with problems of acceptance of self, and acceptance of others. Emotionally, socially, physiologically, and intellectually every individual is unique. Thus, everyone has some challenges to meet in terms of personal development.

   As we change, from being children to becoming adults, we go through many crises. We look different, feel differently, and act differently from the way we did as children. For an eighth grade girl of thirteen to look like an adult can be a very difficult thing with which to have to cope. The girl may feel like a child, still think like a child, but look like an adult. Extreme self-consciousness or lack of self esteem can be the result. Acting out behaviors are often caused by such feelings. "I'll show them", becomes a way of compensating for what one is or is not. Withdrawing from others and becoming extremely shy is another way that people have of coping with being different from others. There are still more ways you will find as you read, and as you think about this problem.

2. When your reading is completed, write an editorial for a school newspaper on the subject of "Development and an Adolescent's Personality." Keep in mind that what you are writing might really help someone.

3. Be prepared to share your work with your class, or put your completed editorial in the place designated by your teacher.

The students will identify the basis of several kinds of teenage problems. (309) (P, V)

TITLE: Problems of Adolescence

TOPIC: Psychology

TIME SEGMENT: 1 class period

317-433 (309)

INSTRUCTIONAL OBJECTIVE:

The students will identify the bases of several kinds of teenage problems.

MATERIALS:

Activity Sheet
(Master included)
Texts, encyclopedias, etc.

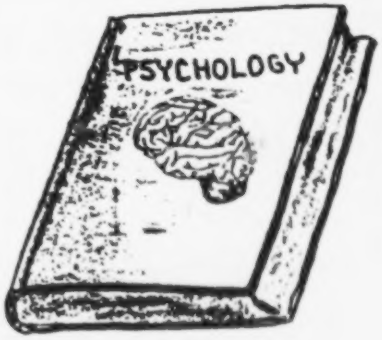
EVALUATION:

The students shall be able to identify to the teacher's satisfaction the causes of some important teenage problems.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the students.

PROCEDURE:



To the teacher:

1. Duplicate the number of copies needed of the Student Information Sheet and Student Activity Sheet.

2. Allow time in class for the students to do the initial research on adolescent problems as outlines in the first step of the activity. Follow this with a discussion with the student.

3. Assign the remainder of the activity and collect the papers for evaluation.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Problems of Adolescence	TOPIC: Psychology	Student Information Sheet	317-433 (309)

Every problem has underlying causes. Understanding those causes makes it easier to avoid other related problems and to understand people who may be experiencing a particular type of trouble. Because adolescence is such a critical time of life, it is often a time of problems.

One problem is the age at which one matures physically. If a boy or girl matures later physically than his/her friends, the person might feel inadequate or self-conscious. It might be harder to do things with the opposite sex. It might also be harder to make friends.

Another area where teenagers sometimes have problems is with their families. Often adolescents prefer to be with their friends instead of their families. Sometimes teenagers do not agree with their parents about the amount of freedom they should have. There can also be conflict over the responsibilities of the teenager in the home.

Secondary Social Studies TITLE: Problems of Adolescence	TOPIC: Psychology	Student Activity Sheet	317-433 (309)

To the student:

Complete the following activity:

1. Read a selection from a resource book about the problems of adolescence.
2. Write a brief summary of what you read.
3. After a group discussion work with a partner to make a list of causes for teenage problems in the following areas:
   a. Drugs
   b. Dating
   c. Peer group
   d. School

The students will identify the many meanings of love.
(302) (P, V)

Secondary Social Studies

TITLE: Love

TOPIC: Psychology

TIME SEGMENT: 2 classes

317-434 (302)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the many meanings of love.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook
Dictionary

EVALUATION:

The students will explain in writing several meanings of the word "love."

ADAPTATIONS:

Have specific psychologist's definition of love used as a starting point for discussion.

PROCEDURE:

To the teacher:

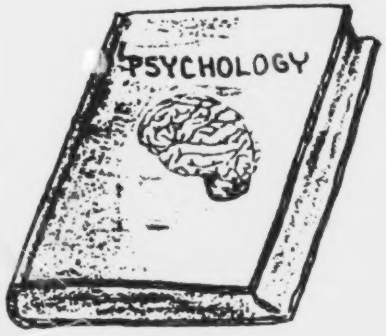
1. Introduce the concept of love by having the students do the initial research suggested.

2. Have Student Information Sheet and Student Activity Sheet available in adequate numbers for all of those participating.

3. Give students time to research the topic and respond to the assignment given, including the writing of an editorial on the subject.

4. Designate how the work done should be handled by the students.

5. Use the editorials written as part of class discussion, or compile them in a monograph on the subject.



Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Love	TOPIC: Psychology	Student Information Sheet	317-434 (302)

Read the following to get a better idea of what the term love means.

What does love mean to you? If you wrote a definition, you'd probably have a different one from anyone else. Why? Because love is a concept, an idea that describes many kinds of relationships. How a parent feels toward a child is one kind of love. How brothers and sisters feel about each other is another. The word is used by so many people in so many ways that it covers a whole range of feelings.

Love to most people generally means having affection for other people. As infants, we experience the first type of love as people care for us and nurture us.

In adolescence, most people have their first experience with heterosexual or romantic love. This type of love is highly motivational for most people and continues throughout life.

Psychologists have learned that if we are deprived of love when we are young, it can be extremely damaging to our personalities. We have a universal need to love and be loved.

The evidence of love is shown by our actions. When we love someone, whether it is a friend, a child, a husband or wife, a parent or whomever, we actively "feel" for them. We care about what happens to them and try to have positive impact on their lives. To love is not to be demanding and possessive; it is rather to be giving and building.

Without love, a person's life would be empty. Love is an important ingredient in all the recipes for successful living.

Secondary Social Studies TITLE: Love	TOPIC: Psychology	Student Activity Sheet	317-434 (302)

To the student:

1. Read the Student Information Sheet and whatever you can find written on the subject in your text. Also, look up the dictionary definition.
2. Write a definition of love. Include in your definition different kinds of love that can exist for people.
3. Write five examples of how people show love.
4. Write a short editorial on the negative effects of lack of love. You could include a review of the fact that child abusers are often people who were not loved, or were neglected, and that many criminals are products of child neglect and lack of love, etc.
5. Put your completed written work in the place designated by your teacher.
6. Be prepared to discuss the editorial you have written as well as your responses to the questions.

The students will explain why there is a need for all people to be recognized as individuals. (301) (P, V)

Secondary Social Studies

TITLE: Recognition As An Individual

TOPIC: Psychology

TIME SEGMENT: 2 days

317-435 (301)

D

INSTRUCTIONAL OBJECTIVE:

The student will explain why there is a need for people to be recognized as individuals.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters included)
Textbook and other reference sources.

EVALUATION:

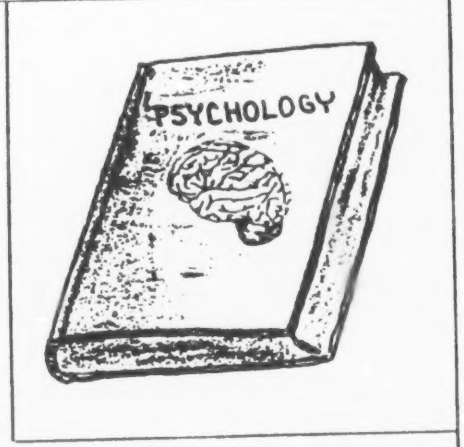
The student will accurately describe, in writing, why there is a need for people to be recognized as individuals.

ADAPTATIONS:

Reading excerpts from books on alienation could be an alternative or follow-up activity.

Have a prison or other institution administrator or specialist talk to the class about individuality.

PROCEDURE:



To the teacher:

1. The students can do the research on this subject as a preliminary step to an indepth study on individuality and needs.

2. Have materials needed available in sufficient quantity to accommodate all of those participating.

3. Provide time, once the research and writing is done, for students to compare lists written and read essays or opinions written.

4. Have students place completed work in a designated place.

The students could expand their research to include:

1. The study of animals in crowded conditions.
2. Infancy and neglect.
3. Cults in America or other specific topics related to the objective.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies
TITLE: Recognition As An Individual
TOPIC: Psychology
Student Information Sheet
Page 1
317-435 (301)

Read the following to glean some of the reasons why you need to be recognized as an individual.

Who am I? That is a question we keep asking ourselves all of our lives. Each of us has a need to be his or her own person, to feel that what he or she does is accepted by others. In this respect we are never really happy being totally alone. Why? Because we are social beings and need to have contact with and the support of others of our kind.

Still, in every person is also the need to be independent, to know that each individual is a person of worth in his or her own right.

For a person to be well physically, stable emotionally, and able to adjust to the challenges of life, it is necessary that there is a balance, then, in one's world among needing others, being accepted as an worthwhile individual and also accepting oneself as a useful independent entity.

Maladjustments to life situations happen when there is a lack of contact by one human being with others of his or her kind. Babies who are not nurtured and cared for and loved, often stop thriving, become ill and even die.

Living in a large city sometimes results in urban alienation. As independent individuals we can be made to feel crowded and overwhelmed by the situation. In any situation where individuality is threatened, a person can develop frustration, great psychological stress, and all-consuming loneliness.

Secondary Social Studies TITLE: Recognition As An Individual	TOPIC: Psychology	Student Information Sheet Page 2	317-435 (301)

In studies of crowding with animal populations, when life becomes too complex and depersonalized, the colonies of animals show evidence of social breakdown. Needing life space or a territory to be our own individual selves seems to be a universal phenomena.

Being anonymous in the crowd, living among strangers who have little concern or caring for us, results in our becoming alienated, cynical and depersonalized. Such living erodes away a individuals sense of personal identity and worth. One's uniqueness is ignored. In this kind of setting a person feels neither approval nor disapproval because no one pays attention to him or her. Some, as a result, become involved in anti-social behaviors such as assult, robbing, vandalism, etc. The "gang" or the "cult" in a negative sense of the word is often composed of an accumulation of individuals, who, faced with anonymity, develop a reputation and identity in the only ways they can find.

To be recognized as a unique person is everyone's need. Not to be so recognized cannot only be devastating to individuals, but hurtful to society as well.

Secondary Social Studies TITLE: Recognition As An Individual	TOPIC: Psychology	Student Activity Sheet	317-435 (301)

To the student:

1. Carefully study the information sheet and other sources available to you on the need to be recognized as an individual.

2. Be sure you have adequate paper and pencil.

3. Based on your research and personal experience, list at least six reasons why you need to be recognized as an individual.

4. Give three things that can cause a person to feel alienated or rejected.

5. Write a short essay or opinion stating how a society can be organized to help people feel that each member of its group is recognized as an individual.

6. Be prepared to discuss the topic in class.

7. Put your written work in the place designated by your teacher.

The students will conclude that security of self is necessary before people are able to share themselves with others. (302) (P, V)

Secondary Social Studies TITLE: Security of Self	TOPIC: Psychology TIME SEGMENT: 1 - 2 class periods	317-436 (302) D

INSTRUCTIONAL OBJECTIVE:
The students will conclude that security of self is necessary before people are able to share themselves with others.

MATERIALS:

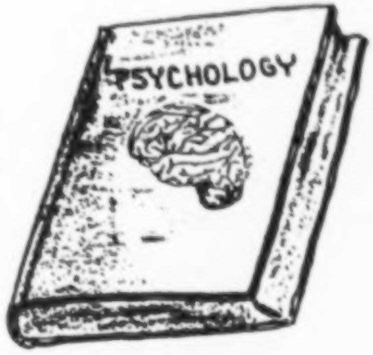
Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters included)

EVALUATION:
The teacher will evaluate the completed work to determine if the students have answered the questions on the worksheet successfully.

ADAPTATIONS:

The teacher may adopt this unit to meet the specific needs of the students at a given time.

PROCEDURE:



To the teacher:

Before doing this activity the student should have some background on personality development.

1. Make copies of Student Information Sheet and Student Activity Sheet.

2. Give each student a copy of the activity and information sheet.

3. Have the students complete the instructions and activities listed on the worksheet.

4. Collect and evaluate the students' work.

This activity can be used as a springboard for studying the rest of Maslow's hierarchy.

Evaluation and Comments on Activity:

Students:____

____

____

Teacher: _______________________________________

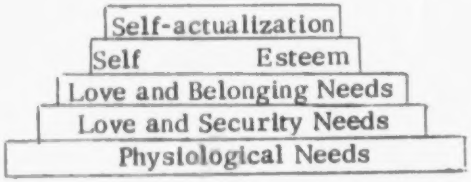
____

____

Secondary Social Studies TITLE: Security of Self	TOPIC: Psychology	Student Information Sheet Page 1	317-436 (302)

One of the most important human needs is the need for safety and security. If we are in constant fear for our safety or if we live in an environment lacking security, we will have no time to develop our other needs. Developing security of self is necessary before people can share themselves with others. This concept is one that all psychologists agree on.

The Abraham Maslow theory divided basic needs into five categories. According to Maslow's theories, human needs form a hierarchy. On Maslow's hierarchy the lower needs must be met before higher needs can be dealt with. Maslow's hierarchy of needs resembles the model below:



Maslow felt that the physiological needs of a person had to be fulfilled first. This means that hunger, thirst, lack of sleep and other physical problems must be solved before a person can consider his safety and security needs. If a tribesman in drought-stricken Kenya spends most of his waking hours seeking, finding and preparing food for his family, spare time he had would be spent looking for new waterholes. The tribesman's main needs, then, are physiological needs.

Once an individual has had his physiological needs met, he functions at a safety leavel. For example, elderly adults who live in neighborhoods with high crime rates would have difficulty meeting their security needs. People in these circumstances may be afraid to leave their homes to go to community and church meetings. They may also be afraid to visit relatives and friends for fear of being attacked. They have reason to fear unknown visitors and worry that their home may be robbed. Because of this lack of security, they might find it hard to trust others. This lack of trust and fear would combine to undermine their ability to share themselves with others.

Anyone who moves into new neighborhoods or joins new organizations may temporarilly lose some of his or her safety and security. The first meeting with a group of strangers can cause a person to see the encounter as a psychological threat. Strangers are unpredictable and unpredictability makes a person feel less secure. Until the person feels less threatened, he will not share himself with the new group or community.

In most cases gaining a sense of safety is impossible to do on one's own. For example, the elderly couple mentioned before probably wouldn't feel secure until the crime rate went down. In this case the couple's security depends on the criminal's behaviors. The new member of the group or neighborhood can contribute to his gaining a feeling of safety by trying to be friendly to the other members of the group. Overcoming personal fears and unbending towards new acquaintances makes the new acquaintances' behaviors seem more and more predictable and, therefore, more non-threatening. However, if the strangers do not also unbend, the lack of security will continue and the new member will not share himself.

Maslow believed that people could not meet their higher needs, i.e., love, self-esteem and self-actualization, until their physiological and security needs had been met. Sharing ourselves with others is difficult if we do not first feel secure about ourselves.

Secondary Social Studies TITLE: Security of Self	TOPIC: Psychology	Student Activity Sheet	317-436 (302)

To the student: Put your name on a piece of paper. Read the Student Information Sheets. Refer to the information sheet for help in completing the following activities.

1. List Maslow's hierarchy of needs.
2. Think of an example where a physiological need is not being met. Write a short paragraph about your example.
3. Think of an example where a physiological need is being met. Write a short paragraph about your example.
4. Think of an example where a security need is not being met. Write a short paragraph about your example.
5. Think of an example where a security need is being met. Write a short paragraph about your example.
6. What does a parent need to provide a child before the child can begin developing self-esteem? Write a brief paragraph explaining your answer.
7. Give your completed work to your teacher.

The students will explain the meaning of interpersonal communication. (108) (P,V)

Secondary Social Studies

TITLE: Interpersonal Communications

TOPIC: Psychology

TIME SEGMENT: 1 class period

317-437 (108)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the meaning of interpersonal communication.

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheet
(Masters included)
Textbook and other information sources

EVALUATION:

The students will correctly explain in writing the meaning of interpersonal communication.

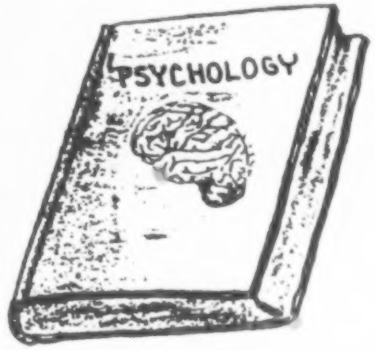
ADAPTATIONS:

A film on communication could be shown and then discussed in small groups.

Students could do all the research needed independently.

PROCEDURE:

To the teacher:



This activity is to be used in conjunction with the classroom study of interpersonal communication.

1. Make copies of the Student Information Sheet and the Student Activity Sheet for the students. Also assign reading on the available subject from the text or other sources.
2. Give each student a copy of the information sheet and the activity sheet.
3. Provide each student with paper.
4. Have the students complete all necessary activities.
5. Provide time for review of the content. Discuss ways people communicate with one another. Have students give specific examples.
6. Instruct students what is to be done with completed work.
7. Have students write and hand in an explanation of the meaning of interpersonal communication.

Evaluation and Comments on Activity:

Students:____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Interpersonal Communications	TOPIC: Psychology	Student Information Sheet Page 1	317-437 (108)

How Do We Communicate?

Read the following information sheets to find out some facts about how we communicate.

Interpersonal communication is the process by which a person conveys knowledge, feelings, opinions and ideas to another person. Interpersonal communication can be verbal and or non-verbal. The message the communicator wants to send is affected by the medium used to deliver the message, the location of the receiver, the tone of the voice of the communicator, and the different experience bases of the sender and the receiver. Interpersonal communication also involves feedback or a response from the receiver back to the sender. Feedback can also be verbal and/or non-verbal. Feedback is affected by the same variables as the original message.

Verbal communication is the most common type of interpersonal communication. Verbal communication involves speaking and listening. It is through speaking and listening that babies learn how to use language and become communicators. As we grow older our verbal communication skills increase. Our use of verbal communication can be as simple as chatting with a friend or as complex as lecturing to an audience. Verbal communication can be formal or informal, pleasant or distasteful, instructive or common place, depending upon the message and the situation of the communication. Through verbal communication we can transmit ideas, emotions, experiences, and beliefs from one human being to another.

Non-verbal communication is another type of interpersonal communication. Non-verbal communication can be tied to verbal communication in the form of a speaker's gestures or eye movements. It can also be the body positions and gestures of a person who is not speaking. A speaker who constantly pounds on the podium is non-verbally communicating that he thinks something is foolish or nonsense. Non-verbal communication also involves reading and writing. Reading and writing allow communication to continue long after a thought has been spoken or listened to. Without reading and writing many ideas and pieces of information would eventually be forgotten. The message a person wants to give is often affected by the medium used to deliver the message. The possible mediums by which a verbal or spoken message could be transmitted are television, phone, tape recording, radio, or in person. Giving a message on the phone, for example, eliminates the non-verbal cues a person watches to help interpret a message. If the receiver of a spoken message can't see the sender glare or shake his fist, part of the emotion of the message is lost. If the speaker uses TV as the medium for transmitting the message, the impart of the message is increased because of the enlarged audience. Giving a message in person allows a speaker to use more eye contact and body language to hold the listener's attention.

The location of the receiver of a message may also affect the communication. If a receiver is within 3 feet of the sender of a message, he will probably pay close attention to the sender. The listeners in the back of a crowded auditorium may not feel as obligated to listen to the speaker's message. Although radio and TV are great tools with which to reach a large audience, that audience may not listen very carefully because the speaker is so far removed from them. The further away a speaker is, the less likely a listener is to concentrate on the message.

The tone of voice or voice inflection of the communicator is another factor that affects the message. For example the meaning of the question: "What did Jane have to say?," depends on whether the speaker's tone is sarcastic, happy, angry, affectionate, firm or disinterested. The tone of voice of the speaker is an excellent clue to the motivations behind the speaker's message. If the communicator sounds sad, chances are the message is sad. If the speaker's voice has a pleading note, the message may involve something the speaker wants us to do or believe.

The individual experience basis of the senders and receivers of a message may greatly alter the message. Every individual has a personal set of ideas, opinions, feelings and words that he uses to express himself and to interpret the words of others. His perception of a single concept is unique, because no two people are exactly alike. The experiences a person has had, may determine what language a person used to speak or how a listener understands a message.

An individual's schooling, real-life experiences, and acceptance of opinions of those he admires determine how he will send or receive a message. For example, a speaker who has had trouble with a foreign car may give a negative opinion about them when he talks about cars. If one of his listener's likes his best friend's foreign car and has heard his friend rave about it, the listener will reject the speaker's message. In another case, a college graduate economist with an impressive vocabulary may give a fine, technical speech on the economy. However, a listener who doesn't know the special words the economist used would not be able to understand the speech. The most effective interpersonal communication generally takes place between people whose experience bases have some similarities. Friends are generally people who have one or more of the same experiences, ideas or opinions.

Feedback is an important part of interpersonal communication. Feedback is the process by which a receiver of a message conveys his reactions to the message back to the sender. Feedback can be verbal and/or non-verbal. The receiver can make a comment about the message in written or spoken form.

The receiver can use body language, such as nodding, to communicate back to the speaker. Feedback can be affected by the medium of the message, location of the sender, tone of voice, and different experience bases of the sender and the receiver. It is important for the sender to receive feedback because feedback lets the sender know how his message was received.

Interpersonal communication is a complex method by which knowledge, opinions, ideas, and feelings are conveyed. Verbal and non-verbal means can be used to communicate. Many variables influence interpersonal communication, including differing experience basis, tone of voice, location, and the medium used to convey the message. Feedback is also an important part of interpersonal communication.

Secondary Social Studies TITLE: Interpersonal Communications	TOPIC: Psychology	Student Activity Sheet	317-437 (108)

To the student:

How do we Communicate?

Put your name on a piece of paper. Read the Student Information Sheet and other available information on interpersonal communication.

1. Briefly define the following terms.
   - a. interpersonal communication
   - b. verbal communication
   - c. non-verbal communication
   - d. feedback

2. List two things that affect "the message you convey to others" and give an example of each.

3. a. Observe or think of an example of interpersonal communication. This observation could be of two people talking, a speech, or a lecture by a teacher.

   b. Briefly analyze the communication you observed or chose. Be sure to include:
      1. whether it was verbal or non-verbal and explain
      2. what medium was used and explain
      3. whether or not location was a factor and explain
      4. whether or not tone of voice was a factor and explain
      5. how differing experience bases may have affected the outcome

   c. Suggest how the outcome could have been different if the "message" had been changed.

4. Put your completed work in the place designated by the teacher.

The students will explain what likeable people do. (202)
(P, V)

Secondary Social Studies

TITLE: Likeable People

TOPIC: Psychology

TIME SEGMENT: 20 - 30 minutes

317-438 (202)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain what likeable people do.

MATERIALS:

Student Activity Sheet
(Master included)

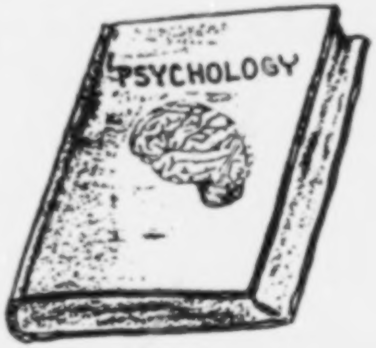
EVALUATION:

The teacher will evaluate the students' completed assignment in terms of how well they answered the questions.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:



To the teacher:

1. Make copies of the Student Activity Sheet.

2. Have each student list 7 things that likeable people do.

3. Collect the papers. Write the student's responses on the board, making a tally of the ones that occur more than once.

4. Give each student a copy of the activity sheet.

5. Have the students complete the activities listed on the activity sheet.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Likeable People	TOPIC: Psychology	Student Activity Sheet	317-438 (202)

To the student:

Write your name on a piece of paper. Complete the following assignments.

1. Write down the four most frequently listed likeable things people do, as listed on the board.

2. Do you think the items your class listed would be the same items as a 40-year-old person might list? Answer yes or no and explain your answer.

3. Do you think the items your class listed would be the same items a motorcycle gang might list? Answer yes or no and explain your answer.

4. Something that is likeable to one group of people is often not acceptable to another group. For example, the people in France and Russia often greet each other with a kiss. In the same circumstances, Americans would probably just shake hands. What misunderstandings might occur if an American and a Russian met for the first time.

Place your completed activities in the place designated by your teacher.

The students will describe what makes a happy marriage.
(416) (P, V)

Secondary Social Studies

TITLE: Elements of a Happy Marriage

TOPIC: Psychology

TIME SEGMENT: 1 - 2 class periods

317-439 (416)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe what makes a happy marriage.

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheet
(Masters included)
Texts
Magazines and other sources

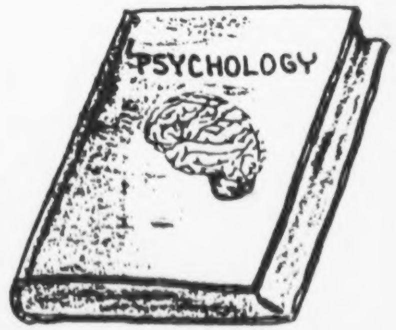
EVALUATION:

The students shall demonstrate their understanding of the elements of a happy marriage by listing in writing the factors that they consider to be the most important in a happy marriage.

ADAPTATIONS:

Collections of articles on the subject could be made. Films could be shown. A preparing-for-marriage scrapbook could be made. Preparing for a happy marriage could be your total course focus. As it is, it is one objective you need to determine how much time to devote to the subject.

PROCEDURE:



To the teacher:

1. Provide time for small group discussions on the subject. Have small groups report their recommendations to the class. Have a marriage counselor, two or three married couples, or an older person married for thirty years or more share experiences and be interviewed by the class.

2. Have each class member respond in writing with his or her own checklist of the elements that make a happy marriage. Provide for a collection for completed written materials. This is an objective that could be treated several times during the year.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: Elements of a Happy Marriage	TOPIC: Psychology	Student Information Sheet Page 1	317-439 (416)

Study the following to get some ideas about what it takes to have a happy marriage.

A happy marriage is something that some people think comes naturally. "To live happy ever after" is the theme of many television and movie screen fairy tales. We grow up with romantic happy endings. In real life, a "happy ever after" is no accident. A good marriage, a happy one, takes effort and determination. Is it worth it? Statistics say so. On the average, married people are usually healthier, happier, and live longer than those who remain single.

What then is the secret? There is no one sure way to guarantee "wedded bliss." There are, however, some important specifics that make a positive difference.

1. Knowing what marriage means can help. It is an important bonding. It is a bond that requires that those who are involved give up a degree of their independence in return for the chance to care about, to share each other's frustrations, challenges, fun, disappointment, and good times.

   Marriage creates a relationship that tests the capacity of two people for giving and intimacy. Selfishness goes out the window when someone else is considered before decisions are made. Is this easy? Not always. Is it worth it? Happily married people and those who study human behavior say yes. You need people who care about you. You also need to care about others. Having someone as a mate who accepts you and stands by you, regardless of the circumstances, is a tremendous asset in your life.

   As you think about, or go into marriage to help insure that yours will be one of those that really works, there are many concrete things you can do. Many are actually basic to developing good human relationships. Focus on building your partner. Emphasize the positive. Respect each other's individuality and believe in the potential you have together.

2. Respect your partner and his or her feelings. Avoid being super critical, sarcastic or belittling in what you say or do. Ask yourself if you're making your partner the target for other frustrations, transferring hostility to him or her. Don't let this happen. Remember, we all need to be secure and feel good about ourselves.

3. Show that you care. Make time to do little thoughtful things and special things for and with one another. Stay in love. Remember that appreciation and love needs to be demonstrated over and over again. To "keep falling in love" all of your life requires work. Relationships don't stand still.

   As important as a good sexual adjustment may be, this goes beyond physical attraction. Infatuation is not enough by itself. A deep love develops with living, working, playing, and building together. Remember, we all need to belong and to love and be loved.

4. Be a real partner. A happy marriage is one in which the partnership works. One member of the arrangement doesn't take advantage of or unfairly dominate the other. Each works from a basis of "how will this affect us," as well as how will this affect "me." Helping one another to constantly grow should be the focus.

   Keep in mind that we all need to feel satisfaction with what we are doing and becoming.

5. Build a mature relationship. To do this, you need to accept yourself and your partner. Know how and when to play. Keep a "childlike" zest for life and remain curious about the world. Have a sense of "wonder" and a "happy about little things" attitude, e.g., enjoy the sunset. Accept disappointments without letting them bruise your ego. Keep on hoping, trying, and dreaming all of your life. Be involved and happy with friends. Have a sense of humor. Have concern for others and be involved with them. Adjust positively to the realities of your life--take what comes. Be sensitive to others' feelings, and avoid being purposely unkind. Avoid labeling in a negative way. Don't neglect your marriage first. Remind yourself of the positive things you admire in your partner. Be a friend as well as a lover. Admire openly-- one "I love you" isn't enough. Criticize only in a positive way, and then in private and with care.

Be fiscally responsible--be able to manage your money. Be able to admit you're wrong. Be responsible for maintaining and building your relationship. Be able to change and adjust to new situations. Have realistic expectations of your partner. Have no extra-marital liaisons. Cherish the children you have. Don't use children as a weapon. Have the same basic philosophy of life. "Birds of a feather flock together." You'll be together a long time. Build ongoing companionship, recognize the dependence one partner has for another. Work together in an equal relationship.

You could add to the list. What is involved, really, is being mature, human being who is glad to be alive, who accepts, respects, loves, and builds his or her partner.

One wise grandmother said that being in love and happily married was more than loving glances and holding hands, it was a matter of being together and building together while going out in life in the same direction.

The home is the basic social institution in American society. When marriages fail, the structure of America's society is eroded. When you think about marriage remember that not only you but the society in which you live, is dependent on your marriage being a success.

Secondary Social Studies TITLE: Elements of a Happy Marriage	TOPIC: Psychology	Student Activity Sheet	317-439 (416)

To the students:

1. Read the Student Information Sheets and research from at least 3 other sources on the subject, Elements of a Happy Marriage. Take notes as you read.

2. Have paper and pencil available and list all of the elements you have found, show sources of your list. Add to the list your own ideas.

3. In the small group to which you are assigned, share your list and add to your list from other's sources.

4. Put the items you have found into an outline form by categories such as 1) Providing for Emotional Growth, 2) Living on a Budget, 3) Being a Good Partner, etc.

5. Be prepared to discuss your final outline with the class and put in the place designated by your teacher. This is a list to remember. It can help you!

The students will explain the components of emotional reactions. (309) (V)

Secondary Social Studies
TITLE: Components of Emotional Reactions

TOPIC: Psychology
TIME SEGMENT: One - two class periods

317-440 (309)
D

INSTRUCTIONAL OBJECTIVE:

The students will explain the components of emotional reactions.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook and other sources

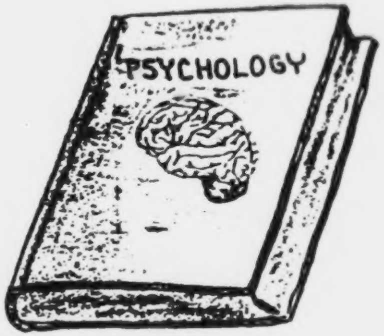
EVALUATION:

The student will accurately explain in writing some components of emotional reactions.

ADAPTATIONS:

The sharing activities could be done in small groups. The tapes could be handled as a total group lecture and discussion, and then the required writing assigned.

PROCEDURE:



To the teacher:

1. The students can do the introductory research on this topic independently.
2. Have sufficient copies of Student Information Sheets and Student Activity Sheets available for all of those participating. Also have textbooks or other resources available.
3. Provide time for discussion on items one and two of the activity sheet.
4. Provide time for sharing articles written under activity three. Some of the articles could be posted, or one could be selected to submit to the school paper for publication.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Components of Emotional Reactions	TOPIC: Psychology	Student Information Sheet	317-440 (309)

1. Emotions are feelings about what we do, or in psychological terms, feelings about our behavior. Emotions are characterized by their intensity and pleasantness or unpleasantness. For example, rage is an intense form of anger, while irritation is a lesser form. Ecstasy is a pleasant emotion, while rage is an unpleasant one.

2. Emotions are critical to us. They can have both positive and negative effects on our behavior and our health.

3. If we feel strong, positive emotion, it helps us to do a better job. When we're happy or excited about a task, we put "our whole heart into it". Even fear can be positive. Why? Fear, when harnassed, can help us to overcome problems, even to survive. How does this work?

   Negative emotions, unharnassed, can get in our way. If we "freeze" or "go to pieces" under pressure, we are stopped from achieving what can be done. A person striking out in a blind rage at someone is an example of an unproductive, even destructive, emotional response. At a less intense level, negative emotions can prevent us from solving our problems or working effectively. Excessive worry over a test, for example, can cause us to use our energy in worry instead ~~of~~ in getting the job done well.

4. Emotions trigger chemical reactions in the body which allow the body to function under stress. Adrenalin is an example of a chemical the body releases to help us meet emergencies. When we are frightened or pressured in some way, this powerful hormone comes to our rescue, giving us added strength to do what needs doing.

5. Anxiety or stress is a particularly fascinating emotion. It is a form of fear which can occur when someone thinks a harmful or threatening event will take place. (Fear results from an actual threat.) Some psychologists believe that many psychopathic behaviors are caused by the desire to escape-anxiety. A normal reaction to avoid undue anxiety could be to watch television for a short time as a quick relief from studying for a test.

6. In everything we do, we have feelings about our actions. No behavior is completely untouched by emotion. As healthy individuals, our challenge is to channel our emotions so that they work for us, not against us. To have emotions is to be human. To be able to channel emotions productively is a sign of emotional stability.

Secondary Social Studies TITLE: Components of Emotional Reactions	TOPIC: Psychology	Student Activity Sheet	317-440 (309)

To the student:

Study the Student Information Sheet and the information on emotions in your textbook or other sources.

1. Write a definition, in your own words, for what emotion is.

2. Read the following, and then describe in writing, the probable emotional response of the person in the example given. Then discuss briefly how the person involved could channel his emotional response in some productive, rather than destructive, way.

   You are an extremely bright student who always gets good grades. You really like someone in your math class. This person is extremely popular and good-looking. One day this person approaches you and says he/she wants to get acquainted and wonders if you could do your homework together some night. You are really excited, but soon you realize that this person doesn't like you -- just your brains. Every time there is a hard assignment or a test, this person wants to "get acquainted," but when your usefulness has ended, your classmate is through with you. How do you feel about this circumstance?

3. Write a short article appropriate for a school paper on kinds of emotions and how emotional reactions affect us. Make it an article designed to help adolescents and young adults cope effectively with life experiences.

4. Put your completed work in the place designated by your teacher.

5. Be prepared to share your work with the class.

The students will identify some effects of social learning and rules on the expression of emotion. (305) (P, V)

Secondary Social Studies

TITLE: Expression of Emotion

TOPIC: Psychology

TIME SEGMENT: One class period

317-441 (305)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify some effects of social learning and rules on the expression of emotion.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

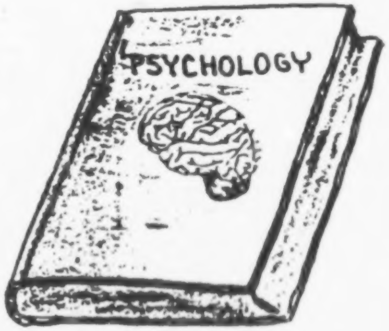
The student will identify in writing some effects of social learning and rules on the expression of emotion.

ADAPTATIONS:

Films or filmstrips on this subject could be shown and analyzed. Activity could be expanded to include the writing of a research paper on the topic.

PROCEDURE:

To the teacher:



1. Specific activity involving training animals such as the research on learning done with primates and dolphins could be an excellent spring board for this objective. A film, if possible, should be shown and discussion follow it as an introduction to the objective.

2. Have the student do Part I of the activity, and research the topic in their text and from other sources.

3. Using the answers of the students and the reading done as a basis, have a class discussion on the effects of social learning and rules on the expression of emotion.

4. Have students list in writing some effects of social learning and rules on the expression of emotion. Have the lists kept for reference during discussion and provide a collection place for all completed, written materials.

5. Then, assign Part II of the activity. After this is completed, collect the letters. Scan them for appropriateness, cut off the names on the top of the pages, and hand them out for a reply. No student should have his own letter.

6. After the replies are written, collect them. These could be used for discussion or compiled into an advice booklet.

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Expression of Emotion	TOPIC: Psychology	Student Activity Sheet	317-441 (305)

To the student:

1. Read the following paragraph. As you read, think what you would do if you were the teacher.

> Mike, a second grader, is playing baseball at recess. He runs to catch a ball in the outfield, makes a misstep and sprains his ankle. The ankle begins to swell, and it is painful for Mike to walk. As his classmates crowd around him, they see that he is crying. Some of the students make fun of him, and someone in the group says that "boys aren't supposed to cry." Imagine you are the teacher. You have overheard the comment. You send the other children away so that you can talk with Mike. What will you say to the boy about his crying? Would you say anything to the class?

On a separate piece of paper, write your answer.

From the class discussion that follows the completion of the first activity, you should understand some of the effects of social learning and rules on the expression of emotion.

2. Create a letter to Ann Landers or Dear Abby. In your letter, ask advice for a problem in which expression of emotion is involved. Write your letter on a separate piece of paper. Put your name at the top of the page. Your teacher will read your letter and cut off your name before giving it out for a reply.

3. You now become an Ann Landers or a Dear Abby. Read through the letter that you are given. Under the letter or on a separate piece of paper that you attach to the letter, write your advice and sign your name.

4. Put your paper in the place designated by your teacher.

The students will identify ways of dealing with stress.
(305) (P, V)

Secondary Social Studies

TITLE: Stress

TOPIC: Psychology

TIME SEGMENT: 2 classes

317-442 (305)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify ways of dealing with stress.

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet
(Masters included)
Textbook and other resources

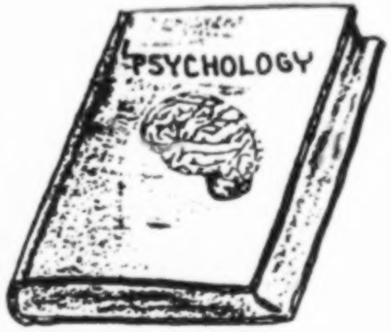
EVALUATION:

The students will write an accurate definition of stress and list in writing three ways he/she can personally deal with it.

ADAPTATIONS:

Listen to tapes on stress. Review the work of people who specialize in the study of stress. Review the research on the effects of stress on animals.

PROCEDURE:



To the teacher:

1. Discuss stress with the students. Be sure that the term is understood.

2. Assign students to review the topic in textbooks or other sources available, to read the information sheets, and to complete the activities.

3. Discuss the articles students have written. Provide opportunity for some of these to be read.

4. Discuss how to live with stress. List ways on the chalkboard or chart paper that are suggested by the students.

5. Inform the students what to do with completed work.

Note: An excellent resource to use on stress is the work of Dr. Hans Selye, the person who coined the word, and world authority on stress.

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Stress	TOPIC: Psychology	Student Information Sheet Page 1	317-442 (305)

Stress is strain or pressure. Stress is defined as physiological, a state in which the body uses more energy than normal. Some doctors say the body has three reactions to stress:

1. The body reacts by changing heart rate, increasing perspiration, and generating added energy by adrenal glands.
2. The body returns to normal and just has to deal with the stress. If the stress continues, the body moves to phase 3.
3. The individual has depleted its resources and becomes exhausted. If stress continues over a long period of time, a person may get sick.

Illness and stress are closely related. Statistics show that people who have major life changes experience 90% more illness than those with few life changes.

Stress isn't always bad, however. Many people need stress to help them be more productive. It can provide stimulation. Stress can also come as part of a joyful experience such as getting engaged or receiving a raise in pay.

Some psychiatrists have rated life situations that cause the greatest stress or need for adjustment in life. Death of a spouse is the highest stress situation, followed by marital difficulty, incarceration, marriage, losing a job, retirement, pregnancy, family changes and business readjustments. Even things like getting a traffic ticket or changing eating habits, social activities, church activities, working conditions, and living conditions can cause stress.

Most Americans have to adjust to stress, because the typical lifestyle is full of it. There are several ways to successfully deal with stress, however. Because everyone is unique, each person has to discover which ways work best for him.

Secondary Social Studies TITLE: Stress	TOPIC: Psychology	Student Information Sheet Page 2	317-442 (305)

The following are some methods of dealing with stress:

1. Engage in vigorous physical activity regularly. Physical activity seems to greatly reduce stress in many people.
2. Talk to someone. Discussing problems, letting off steam, and getting feedback from others can be beneficial.
3. Avoid overloading yourself in terms of stress. What you can handle one day may not be what you can handle another. Your physical, mental, and emotional state help determine what causes undue stress.
4. Develop hobbies. Hiking, crocheting, wood working, etc., can be positive outlets that also get your mind off the stressful situation.

Secondary Social Studies TITLE: Stress	TOPIC: Psychology	Student Activity Sheet	317-442 (305)

To the student: After reading the Student Information Sheet and researching the topic, do the following: (You will need paper and pencil.)

1. Define the word "stress."
2. List 3 situations that cause you great stress. How do you feel when you're in each situation? What do you think you could do to decrease your stress? Write a thorough answer.
3. Write an example of when stress is a positive thing in your life.
4. Write a brief article, based on your study, telling about dealing with stress and physical and mental health.
5. Be prepared to share what you have written with your class.
6. Put your completed work in the place designated by your teacher.

443

The students will explain how a psychological experiment is conducted. (104)

Secondary Social Studies

TITLE: How a Psychological Experiment is Conducted

TOPIC: Psychology

TIME SEGMENT: 2 class periods

317-443 (104)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how a psychological experiment is conducted.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet Pages 1,2
(Masters included)

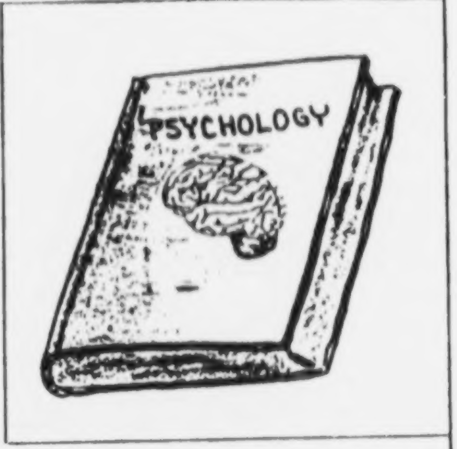
EVALUATION:

The students' completed report of the experiment will follow the scientific method.

ADAPTATIONS:

The teacher may assign this activity to small groups rather than individual students.

PROCEDURE:



To the teacher:

1. Establish what a psychological experiment is and give students opportunity to research the topic.

2. Make copies of the Student Information Sheet and Student Activity Sheet plus textbook and other resources available.

3. Prior to use of the activity sheet, give a short explanation of personal space to the students as a group.

4. Give copies of the activity sheet and the information sheet to the students.

5. Have the students complete the activities listed on the worksheet.

6. Have the completed work placed in a designated place.

Evaluation and Comments on Activity:

Students: ____

____

____

Teacher: ____

____

____

Secondary Social Studies TITLE: How a Psychological Experiment is Conducted	TOPIC: Psychology	Student Information Sheet Page 1	317-443 (104)

Read the following to get a better understanding of what a psychological experiment is.

Using experiments and observations helps a psychologist make an objective appraisal of many different kinds of behavior. One of the methods psychologists use to perform experiments is called "the scientific method." Another important method involves using a control group. These methods help the psychologist gain an accurate understanding of the behaviors they are studying.

The scientific method included the following steps:

1. Stating the problem
2. Forming the Hypothesis
3. Observing and Experimenting
4. Interpreting Data
5. Drawing Conclusions

Stating the Problem is the easiest step in the scientific method. Simply writing down what problem or question you want to experiment with fulfills this step. For example, if you want to know why people develop ulcers you would record that question as your statement of the problem.

Forming the Hypothesis involves stating an educated prediction about the outcome of your experiment. For example, if you were studying ulcers you might state: "The experiment will show that ulcers are sometimes caused by stress."

Interpreting the Data involves thoroughly going over and evaluating the information you have gathered during the observation and experimentation phase. If you were researching ulcers you would examine all of the material you have collected and evaluate the results of your experiments and interviews.

Drawing Conclusions is the final step of the scientific method. At this point you write up how your experiment has proven or disproven your hypothesis. (Step 2.) If you were studying ulcers, you would show with graphs, records and reports how your experiments and observations prove that ulcers are sometimes caused by stress.

Secondary Social Studies TITLE: How a Psychological Experiment is Conducted	TOPIC: Psychology	Student Information Sheet Page 2	317-443 (104)

The use of a control group helps a psychologist be a more objective observer and experimenter. For example, if you were experimenting with a new drug for anxiety, you would take a group of anxiety-prone people and divide them in two. Half of the people would receive the drug, the other half would not. The people that did not receive the drug are called a control group. Having a control group lets the psychologist know how the new drug is working because he can check the progress of the drug takers against the progress of the non-drug taking control group.

Using experiments and observations to learn about behavior is one of the main techniques a psychologist can employ. The scientific method and use of control groups help psychologists do their research in an effective and orderly way.

Secondary Social Studies TITLE: How a Psychological Experiment is Conducted	TOPIC: Psychology	Student Activity Sheet Page 1	317-443 (104)

To the student:

1. Write your name on a piece of paper.
2. Read the Student Information Sheet.
3. Complete the following activities.

1. Conduct an experiment about personal space using the scientific method and a control group. Steps one and two of the scientific method have been done for you.

   A. Write down steps 1 and 2 on your paper as shown below.

   Step 1 - The Problem: Do people have a sense of personal space?

   Step 2 - The Hypothesis: People have a sense of personal space and they don't like having other people invade their space.

   B. Conduct experiments and observations to see if the above hypothesis is true. Write your ideas for experiments and observations on your paper. Some suggested activities are:

      1. Sit next to a stranger at a nearly empty table at a library and begin to read or study. Stay there for fifteen minutes, or until the stranger leaves. Record the stranger's reactions to your presence. If the stranger left before the 15 minutes were up, record the time it took before he left. You could do this experiment several times with different strangers.

      2. Stand very close to a stranger in a check-out line at a store. Later, record the stranger's reaction to your presence. You could do this experiment several times with different strangers. A control group idea for this experiment would be to vary the distance between yourself and the strangers and record the results.

      3. Think of at least two more experiments or observations and write them down. Have your teacher approve your plans before you actually begin experimenting.

C. Interpret the data you have collected from the experiments. Write a brief report of what you did and what your results were.

D. Write a brief conclusion to your report. Show how your results support or disprove the hypothesis.

E. Hand in your report to your teacher.